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ABSTRACT

In order to determine the preferences and perceptions of Native Alaska students attending Bureau of Indian Affairs (BIA) boarding schools, a survey instrument was devised to reveal the BIA student's background; future plans; and his projected feelings relative to school facilities, personnel, curricula, and interpersonal relationships. Respondents (N=558) represented Anchorage, Fairbanks, Southeast Alaska, Bethel, and Nome; ranged in age from 10 to 21 years (mean average age was 17.1); came from large families; and included 294 males and 261 females. Survey results indicated: (1) school facilities, teachers, and courses were generally satisfactory; (2) there was a preference for attending school in Alaska (40% attended school outside Alaska); (3) there was some evidence of teacher discrimination (55% of the sample wanted more Native teachers; 36% did not care; and 8% responded negatively); (4) 91% of the sample wanted more Native culture and history in the curriculum; (5) there was evidence of intragroup conflict among American Indians, Aleuts, and Eskimos (85% felt such conflict caused problems); (6) language arts, social studies, and work experience courses were the most important subject areas; (7) future plans included finishing high school (3.2% did not intend to finish; 28% planned to go to college; 12% planned to attend a vocational school; 20% planned to get a job after high school; and 30% had no definite plans). (JC)

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SURVEY OF ATTITUDES AND PERCEPTIONS

ALASKA BIA BOARDING SCHOOL STUDENTS

JUNE 1971

RC009085

Sally Roulston
Division of Education

SURVEY OF ATTITUDES AND PERCEPTIONS
ALASKA BIA BOARDING SCHOOL STUDENTS
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This study was made in an attempt to determine the attitudes, likes and dislikes of Alaska Native high school students attending BIA Boarding Schools.

Included in this report:

--Description of survey population

--Future plans

--School facilities and operations

--Student ranking of school/staff/self

--Inter-personal relationships

--Student's preferences of courses offerings and suggested additions.

1. Purpose of Study:

The purpose of this study is an attempt to determine the likes and dislikes, and attitudes of the BIA Boarding School students from Alaska. A survey instrument was devised to reveal the student's background, future plans, projected feelings about his school situation, his ranked importance of curricula offered, and his suggestions for added curricula.

The questionnaire was sent out to 909 students presently enrolled at Chemawa Indian School, Chemawa, Oregon; Chilocco Indian School, Chilocco, Oklahoma; Mt. Edgecumbe Boarding School, Mt. Edgecumbe, Alaska; and Wrangell Institute, Wrangell, Alaska. Over 630 questionnaires were returned, but 558 returns representing 61% of the students were received in time to be computerized.

A summary of the results is to be made known to the students at the beginning of the 1971-72 school year. Special attention will be given to the curriculum suggestions of the students by Division of Education and the schools involved. An opportunity for student/staff discussion of problem areas, namely curriculum, school-plant facilities, and intra-personal-professional relationships is suggested as a plan of action to implement a better school climate for the Alaska BIA Boarding School students.

Students from all geographical areas of Alaska, located by five Central agencies , were represented in the study.
There were 558 responses from 909 students.
Anchorage Agency 73 (13.1 %). Bethel Agency 229 (41%).
Fairbanks Agency 86 (15.4%). Nome Agency 136 (24.4%).
Southeast Agency 34 (6.1%).

The agency areas are outlined on the map. The key gives the number and percentage of students involved from each area. Each defined area could suggest a general representation of the following tribal groups:
Anchorage: A composite of Indian, Aleut and Eskimo
Bethel: Predominately Eskimo Nome: Eskimo
Fairbanks: Eskimo and Athabascan Indian
Southeast: Predominately Indian (Tlingit, Haida, and Tsimpsian)

STUDENTS SURVEY RESPONDENTS

The range of chronological age of the students surveyed was from ten years to 21 years. The mean age of the respondents was 17.1 years. There were 294 males and 261 females (3 did not indicate sex). The majority of the students came from a family of 5 to 9 children. The mean number of siblings was 5.6.

Table I shows the total number of 9th, 10th, 11th grade students who attended the four Boarding Schools in 1970-71, and the agency or area where the students are from.

TABLE I

	CHENAWA	CHILOCCO	MT. EDGE-CUMBE	WRANGELL	TOTAL
ANCHORAGE	29	1	71	29	130
BETHEL	152	19	115	82	368
FAIRBANKS	31	4	90	15	140
NOME	63	12	75	45	195
SOUTHEAST	28	7	38	3	76
TOTAL	303	43	389	174	909

Table II shows the number of survey respondents from each agency, and the percentage of the Alaskan BIA Boarding School population they represent. Percentages are rounded.

TABLE II

CHEMAWA

AGENCY	# of Stu. from Agency	# of Stu. respondents	% of respondents from Agency	% of School responses
ANCHORAGE	29	21	43%	11
BETHEL	152	93	61	51
FAIRBANKS	31	13	41	7
NOME	63	43	68	24
SOUTHEAST	28	12	42	7
TOTAL	303	182	60	

CHILOCCO INDIAN SCHOOL

AGENCY	# of Stu. from Agency	# of Stu. respondents	% of respondents from Agency	% of School response
ANCHORAGE	1	1	100%	5
BETHEL	19	10	52	46
FAIRBANKS	4	2	50	9
NOME	12	9	75	41
SOUTHEAST	7	0	0	0
TOTAL	43	22	51	

Table II shows the number of survey respondents from each agency, and the percentage of the Alaskan BIA Boarding School population they represent. Percentages are rounded.

TABLE 1I
(continued)

MT. EDGECUMBE SCHOOL

AGENCY	# of Stu. from Agency	# of Stu. respondents	% of respondents from Agency	% of School responses
ANCHORAGE	71	40	56%	17%
BETHEL	115	68	59	29
FAIRBANKS	90	57	63	25
NOME	75	48	64	21
SOUTHEAST	38	19	50	8
TOTAL	389	232	60%	

WRANGELL

AGENCY	# of Stu. from Agency	# of Stu. respondents	% of respondents from Agency	% of School responses
ANCHORAGE	29	11	37%	9%
BETHEL	82	58	71	48
FAIRBANKS	15	14	94	11
NOME	45	36	80	30
SOUTHEAST	3	3	100	2
TOTAL	174	122	70%	

FUTURE PLANS OF STUDENT RESPONDENTS

Three questions were asked regarding future plans:

* [14] 1. Do you plan to return to school this fall?
[15] 2. If you do <u>not</u> plan to graduate, what is the reason?
[16] 3. If you do plan to graduate what are your future plans?

Responses from the total sample to question number 1 [14] "Do you plan to return to school this fall?" were:

Yes - 93.7%
No - 3.2%
Don't know - 2.0%
No response - 1.1%

Response to the second question indicated 31.6% of the total sample population did not intend to graduate. See explanation on page 7. Table III shows the number of students from each area and the reasons given for not planning to graduate.

TABLE III

	ANCH. NO.	BETH. NO.	FBKS. NO.	NOME NO.	SO.E. NO.	TOTAL RES.	% OF TOTAL	MALE NO.	MALE %	FEMALE NO.	FEMALE %
NEEDED AT HOME	2	17	2	8	2	31	5.6%	18	6.1	13	5.0
DON'T LIKE SCHOOL	0	1	1	1	0	3	0.5	3	1.0	0	0
POOR GRADES	2	3	4	6	0	15	2.7	8	2.7	7	2.7
GETTING MARRIED	1	2	1	0	0	4	0.7	1	0.3	3	1.1
MILITARY SERVICE	1	5	1	4	1	12	2.2	10	3.4	2	0.8
OTHER PLANS	14	55	10	28	4	111	19.9	54	18.4	57	21.8
TOTAL	20	83	19	47	7	176	31.6	94		82	

* Numbers in brackets [ ] indicate item number on original questionnaire.

There was a total number of 543 students who responded to question 3 [16]. It would follow that only 15 (558-543) would reply to question 2 [15]. However, a misunderstanding on the part of the students responding and a misinterpretation by the Keypunch operation make a discrepancy in the data. The source documents reveal that a very large percentage of the "other plans" write-in response was an answer stating "I do plan to graduate", or "I want to graduate". Therefore, the 19.9% response to "other plans" is not an accurate account nor is the total 31.6% an accurate description of the percentage of students who do not plan to graduate. It would be more accurate to estimate that about 12% do not plan to graduate, for reasons listed in Table III, and for write-in reasons such as:

1. hunting, fishing, trapping for family (1) 2. stay home (1)
3. too personal (1).

Table IV gives the number and percentages of students from each Agency and their future plans.

TABLE IV

[16] If you do plan to graduate, what are your plans after graduation?

	ANCH.		BETHEL		FBKS.		NOME		SO. E.		MALE		FEMALE	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
COLLEGE	25	34	49	21	22	26	45	33	15	44	83	28.2	73	28.0
VOCAT. SCHOOL	16	22	32	14	6	7	19	14	6	18	55	19	24	9.2
GET A JOB	12	17	55	24	19	22	25	18	0	0	59	20	51	19.5
GETTING MARRIED	1	1	4	2	2	2	0	0	0	0	1	0.3	6	2.3
NO DEFINITE PLANS	17	23	71	31	26	30	37	27	11	32	76	26	86	33.0
OTHER PLANS	2	3	12	5	4	5	9	7	1	3	11	4	16	6.1
NO RESPONSE	0	0	6	3	7	8	1	1	1	3				
TOTAL NO. RESPOND.	73		223		79		135		34		285		256	

Write-in responses to "other plans" included military service (4) Nurse's training (4) Business School (3) Dental-aide (2) Navy-Waves (2) Peace Corps (1) stay home (2) Teacher's aide (1). The other 9 responses were not in reply to the questions asked.

Over half the students of the total school population indicated that the places they had to study were good. 25% felt the places were too noisy and 9% felt the study areas were too crowded. 66% of the Chemawa students and 64% of the Chilocco students reported that the study areas were good at their schools. 47% (110) of the Mt. Edgecumbe students said the study areas were good, but 30% (69) thought that they were too noisy. From Wrangell, 62% (75) of these students reported good study areas and 27% (33) found them too noisy.

The social facilities at all four schools seem to be good from the student's viewpoints. 70.4% (393) of all the students reported them as good. 11.6% (65) felt they were too crowded. The same level of percentages was consistent in each of the four schools.

Most of the classrooms at all 4 schools were reported as being adequate with good lighting, good equipment and comfortable desks. Over half were reported as being neither too hot nor too crowded. Table V shows the response of the total sample of students.

The report from each of the 4 schools was not different enough from the Total sample to be shown on separate tables.

TABLE V
Numbers in Table are percentages

WHAT DO YOU THINK ABOUT THE CLASSROOMS AT YOUR SCHOOL?

		MOST OF THEM 1	MORE THAN HALF OF THEM 2	LESS THAN HALF OF THEM 3	NONE OF THEM 4	NO RESPONSE 5
[47]	TOO HOT	18	20	39	18	5
[48]	TOO CROWDED	20	22	28	24	6
[49]	HAVE GOOD LIGHTING	68	13	9	5	5
[50]	HAVE GOOD EQUIPMENT	39	28	23	5	5
[51]	HAVE COMFORTABLE DESKS	40	20	22	13	5

SCHOOL RULES

60% of the total sample of students felt that the rules at their school were "about right" as compared with "too strict", or "not strict enough". 23% felt the rules were too strict and 15% felt they were not strict enough.

Table VII shows how students from each school, agency and age group replied to the question:

[37] Are the rules in your school

1.) too strict 2.) just right 3.) not strict enough

TABLE VII

SCHOOLS	1	2	3	N/R	AGENCY	1	2	
CHEMAWA (182)	24	61	15		ANCHORAGE (73)	18	59	1
CHILOCCO (22)	23	64	9	4	BETHEL (229)	25	58	1
MT. EDGECUMBE (232)	19	63	16	2	FAIRBANKS (86)	24	59	1
WRANGELL (122)	32	50	16	2	NOME (136)	27	60	1
					SOUTHEAST (34)	9	76	1
AGE GROUP								
14 & UNDER (25)	48	40	12					
15 & 16 (171)	25	57	16	2	MALE (294)	19	64	1
17 & 18 (249)	19	66	14	1	FEMALE (261)	29	55	1
19 & OVER (96)	24	59	17					

Numbers in table are rounded percentages.

N/R means NO RESPONSE.

The opinions were asked about which students should be allowed weekend passes without parents' permissions. The students were asked to indicate if they thought those students over 17 or 18 years old, all students, or no students should have this privilege [38]

In Table VIII the replies of the students are shown by the percentage in each age group. Numbers in Table are rounded percentages. Rows total 100%.

TABLE VIII

[38] Which students do you think should be allowed weekend passes without parents' permission?

AGE OF STUDENT RESPONDING	Stu. over 18 yrs.	over 17 yrs.	All	None	no response
19 and over (96)	65	12	19	4	0
17 & 18 (249)	32	26	32	7	3
15 & 16 (171)	18	13	59	9	1
14 & under (25)	16	8	68	4	4
Total Sample (558)	32	18	39	7	4

FOOD & MEALS

A small percentage (11.5%) of all the students surveyed said the meals at the schools were "excellent" while half the student rated them "pretty good". 32% felt they were "not so good", and 6% said they were "very poor". Table IV shows how students rated the food served at their schools.

[41] IS THE FOOD THAT IS SERVED AT YOUR SCHOOL:

1. Excellent 2. Pretty good 3. Not so good 4. Very poor

TABLE IX
Numbers are rounded percentages. Rows total 100%.

	EXCELLENT	PRETTY GOOD	NOT SO GOOD	VERY POOR	NO RESPONSE
CHEMAWA	14	56	25	4	1
CHILOCCO	5	41	41	9	4
MT. EDGECUMBE	4	41	46	9	
WRANGELL	23	58	14	4	1

[42] IS NATIVE FOOD SERVED ENOUGH?

	TOO OFTEN	SOMETIMES	NOT ENOUGH	NEVER	NO RESPONSE
CHEMAWA	2	18	30	45	
CHILOCCO	5	14	14	59	
MT. EDGECUMBE	1	19	39	37	4
WRANGELL	4	19	34	39	4
TOTAL SAMPLE	2	18	34	41	5

[43] IS ENOUGH MEAT SERVED?

	TOO OFTEN	SOMETIMES	NOT ENOUGH	NEVER	NO RESPONSE
CHEMAWA	32	53	11	1.	3
CHILOCCO	36	41	18	0	5
MT. EDGECUMBE	27	57	13	0	3
WRANGELL	25	60	7	3	5
TOTAL SAMPLE	29	55	11	1	4

[44] IS ENOUGH FRUIT SERVED?

	TOO OFTEN	SOMETIMES	NOT ENOUGH	NEVER	NO RESPONSE
CHEMAWA	32	53	11	1	3
CHILOCCO	36	41	18	0	5
MT. EDGECUMBE	27	57	13	0	3
WRANGELL	25	60	7	3	5
TOTAL SAMPLE	29	47	18	1	5

Response to the questions "Do you have a good place to fix yourself an in-between snack?" and "Is there a good place to buy an in-between meal snack?" are shown in Table X.

TABLE X

[45] DO YOU HAVE A GOOD PLACE TO FIX YOURSELF AN IN-BETWEEN MEAL SNACK?

	OFTEN ENOUGH	NOT OFTEN ENOUGH	NEVER	NO RESPONSE
CHEMAWA	29	42	28	1
CHILOCCO	46	36	18	0
MT. EDGECUMBE	30	44	24	2
WRANGELL	31	40	25	4
TOTAL SAMPLE	31	42	25	2

[46] IS THERE A GOOD PLACE TO BUY AN IN-BETWEEN MEAL SNACK?

	EXCELLENT	FAIRLY GOOD	NOT VERY GOOD	NO	NO RESPONSE
CHEMAWA	26	47	17	9	1
CHILOCCO	36	41	18	5	0
MT. EDGECUMBE	22	50	15	12	1
WRANGELL	11	39	19	29	2
TOTAL SAMPLE	21	46	17	14	2

Numbers in Table are rounded percentages.

STUDENT RANKING OF SCHOOL/STAFF/SELF
(SCHOOL)

Question [54] asked for a school ranking. Tables below show by school the response on a five point scale to the question:

[54] HOW DO YOU RANK YOUR SCHOOL SO FAR AS BEING WHAT YOU NEED?

TABLE XI

	CHEM.	CHIL.	Mt. EDGE.	WRANGELL
1. VERY GOOD	10%	9%	13%	12%
2. BETTER THAN OTHER SCHOOLS LIKE IT	24	2_	25	18
3. AVERAGE	53	50	47	52
4. BELOW AVERAGE	9	14	12	11
5. VERY POOR	2	0	2	1
6. NO RESPONSE	2	4	1	6
	100%	100%	100%	100%

Question [61] "IF YOU COULD CHOOSE AGAIN; WHAT KIND OF SCHOOL WOULD YOU CHOOSE?" is shown by the total sample response in Table IX.

TABLE XII

1. BIA inside Alaska	48%
2. BIA outside Alaska	25%
3. Public School outside Alaska	3%
4. Public School inside Alaska	14%
5. Other (name)	5%
6. No response	5%
	100%

The 5% of the students who named "other" as their choice indicated that they preferred to be in a school closer to home or in the Boarding Home School program.

Table XIII gives the response to the question:

"WHAT DO YOU LIKE ABOUT YOUR SCHOOL?"

Each area is rated on a three point scale:

1. Best 2. Somewhat 3. Not at all 4. No response

TABLE XIII

	CHEMAWA					CHILOCCO				
	1	2	3	4	%	1	2	3	4	%
THE SUBJECTS	41	50	3	6	100%	59	36	0	5	100%
THE TEACHERS	32	58	5	5	100	55	36	5	4	100
DORM STAFF	30	51	9	6	100	32	45	14	9	100
THE OTHER STUDENTS	39	49	5	7	100	32	59	5	4	100
BEING AWAY FROM HOME	17	56	21	6	100	27	41	27	5	100

	MT. EDGECUMBE					WRANGELL				
	1	2	3	4	%	1	2	3	4	%
THE SUBJECTS	41	52	2	5	100%	38	54	3	5	100%
THE TEACHERS	24	69	1	6	100	33	53	8	6	100
DORM STAFF	22	57	15	6	100	30	49	15	6	100
THE OTHER STUDENTS	43	49	3	5	100	50	39	6	5	100
BEING AWAY FROM HOME	13	46	33	8	100	15	49	30	6	100

MEDICAL FACILITIES

Table XIV is ranking of the Medical Facilities at each school.

TABLE XIV

[60] DO THE DOCTORS AND NURSES AT THE CLINIC GIVE THE STUDENTS THE UNDERSTANDING AND TREATMENT THEY NEED?

	CHEMAWA	CHILOCCO	MT. EDGECUMBE	WRANGELL
1. ALL THE TIME	58%	54%	44%	35%
2. MOST OF THE TIME	30%	32%	39%	44%
3. NOT VERY OFTEN	9%	14%	14%	16%
4. NONE OF THE TIME	1%	0%	0%	1%
5. NO RESPONSE	2%	0%	3%	4%

The question "How do you rank your teachers so far as being good at teaching their subjects?" was asked. A four point scale was used to rank five categories of competency from very good to very poor.

Figure 1 shows the response of the total sample of the population. By school, agency, grade, male and female, the comparison of opinion indicated very little difference in the mean response.

TOTAL SAMPLE (558)

How do you rank your teachers so far as being good at teaching their subjects?

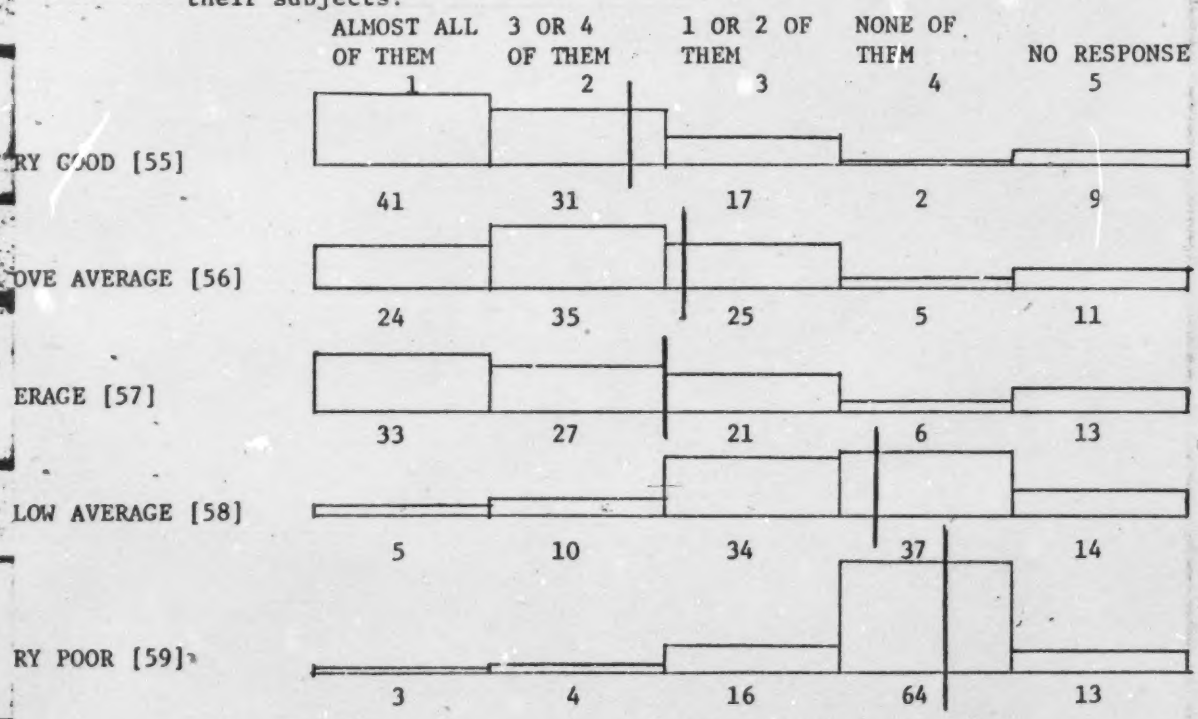


FIGURE 1
NUMBERS IN GRAPH ARE ROUNDED PERCENTAGES.
VERTICAL LINE INDICATES MEAN.

The students from each area showed very little difference from the total population in ranking themselves with their classmates as being above average, average, or below average. Figure 2 shows the perceived self ranking of the total sample of students.

[53] HOW DO YOU THINK YOU RANK IN COMPARISON WITH YOUR CLASSMATES?

1. HIGH 2. ABOVE AVERAGE 3. AVERAGE 4. BELOW AVERAGE 5. LOW

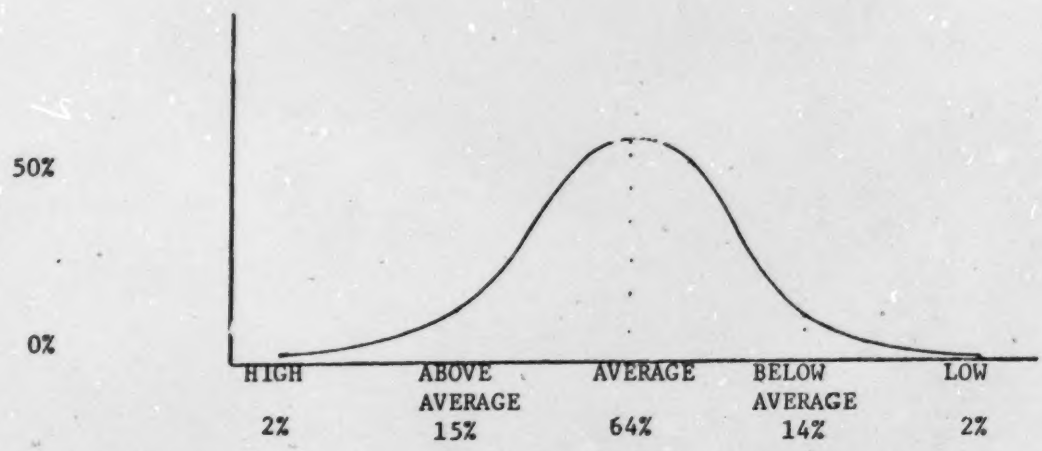


FIGURE 2

Figure 3 gives the total sample responses to the question:

[52] DO YOU THINK YOU ARE PLACED IN A GRADE

1. Too high for you to do good work
2. Just right for you
3. Too low for you to do good work

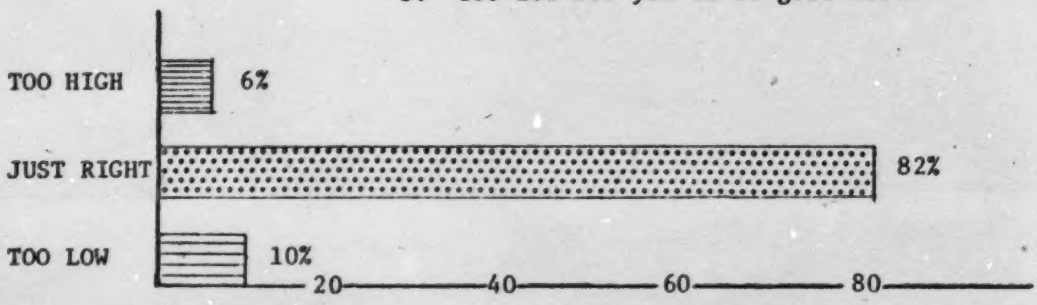


FIGURE 3

INTER-PERSONAL RELATIONS
PREJUDICE IN SCHOOL, AND INTRA-GROUP CONFLICT

In a student attitude study done at Chemawa Indian School in the spring of 1969, by Robert L. Morrow, there were implications of conflict between the staff and students and among the students themselves. Answers by students, to open ended questions regarding feelings of the staff toward them, indicated some concern about a lack of understanding on the part of the teachers. In an attempt to determine the feelings the Alaskan Boarding School students had in this area, four questions were asked:

[33] 1. Do you feel that the teachers are against Natives?

[34] 2. Would you like to have more Native teachers?

[35] 3. Would it be helpful to you to have more Native culture taught?

[36] 4. Do you think that the way Aleuts, Eskimos and Indians feel about each other causes problems?

INTER-PERSONAL RELATIONS

Figure 4 shows that students from the Southeast area of Alaska perceive more feelings of prejudice (44%) from the staff at the schools than do the students from the other areas.

The response to the second question [34] implies that more than half the students would like to have more Native teachers in their schools. However, Figure 7 shows that a significant number of students replied that they "don't care".

The replies to the third question on Native Culture are shown graphically on pages 23 and 24. The positive response is further augmented by the students' suggestions for additional curriculum that they would like to see added, (item #76 on questionnaire). A list of these students' suggestions is found on page 57.

Figures 10 and 11 on pages 25 and 26 give by percentage the response to the question on intra-group conflict.

[33] DO YOU FEEL THAT THE TEACHERS ARE AGAINST NATIVES?

1. ALL OF THEM 2. MORE THAN HALF 3. LESS THAN HALF 4. A FEW OF THEM 5. NONE OF THEM 6. DON'T KNOW

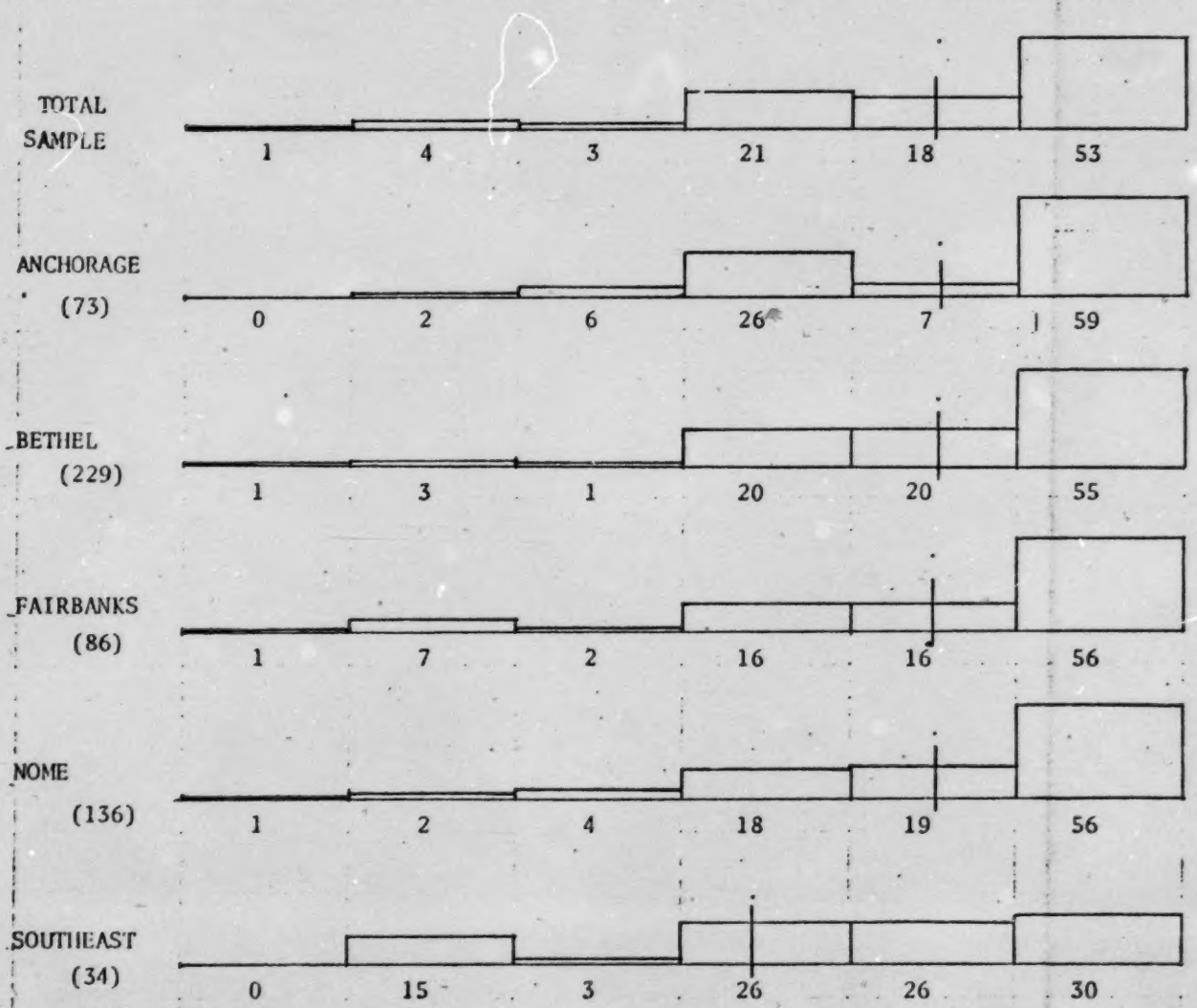


FIGURE 4

Numbers in graph are rounded percentages. Vertical line

[33] DO YOU FEEL THAT THE TEACHERS ARE AGAINST NATIVES?

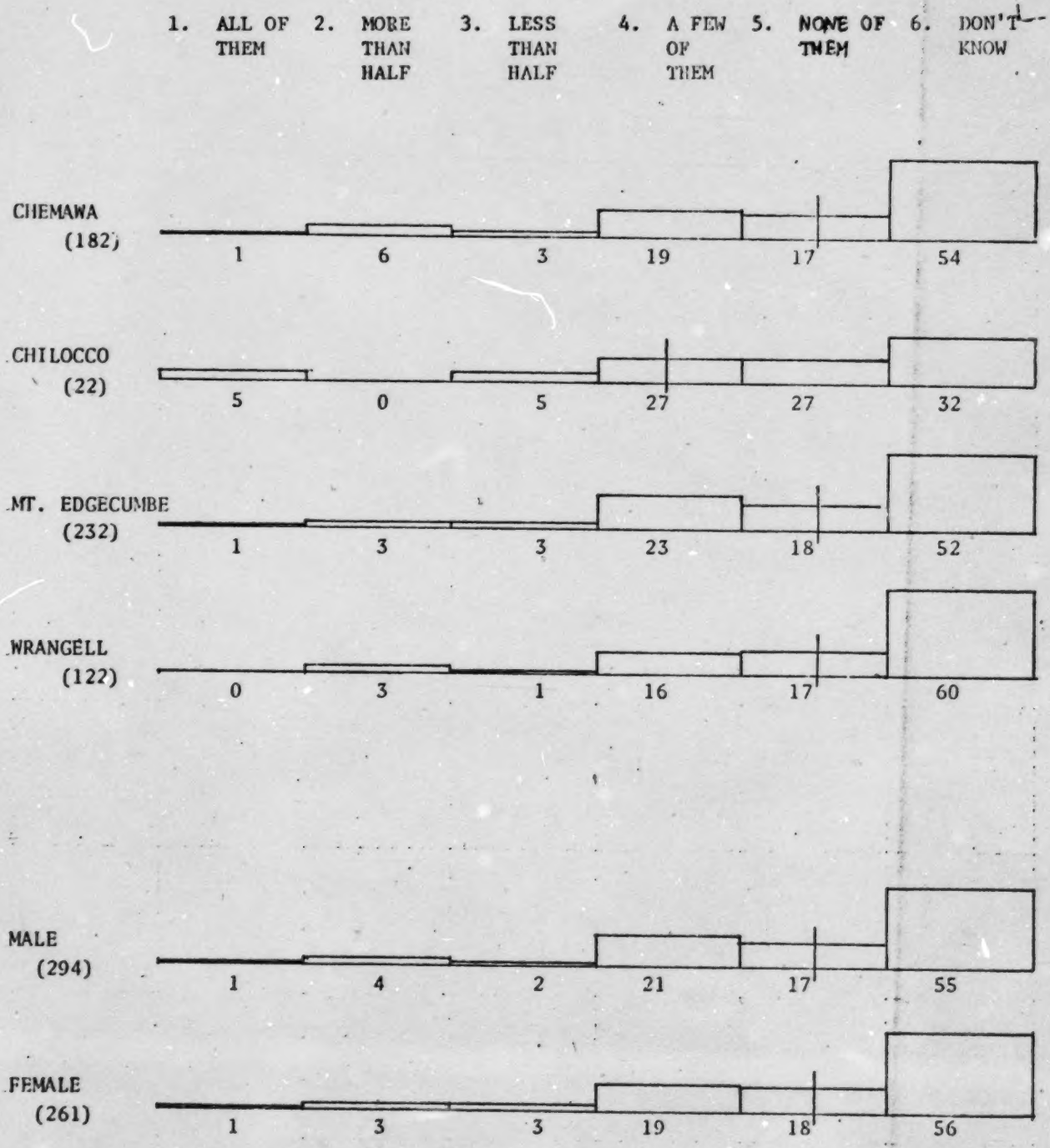

1. ALL OF THEM
2. MORE THAN HALF
3. LESS THAN HALF
4. A FEW OF THEM
5. NONE OF THEM
6. DON'T KNOW
CHEMAWA (182)
1 6 3 19 17 54
CHILOCCO (22)
5 0 5 27 27 32
MT. EDGECUMBE (232)
1 3 3 23 18 52
WRANGELL (122)
0 3 1 16 17 60
MALE (294)
1 4 2 21 17 55
FEMALE (261)
1 3 3 19 18 56

FIGURE 5

Numbers in graph are rounded percentages. Vertical line

THE FOLLOWING GRAPH SHOWS ONLY THE POSITIVE RESPONSE TO THE QUESTION:
[34] WOULD YOU LIKE TO HAVE MORE NATIVE TEACHERS?

1. YES 2. NO 3. DON'T CARE
NUMBERS SHOW PERCENTAGES.

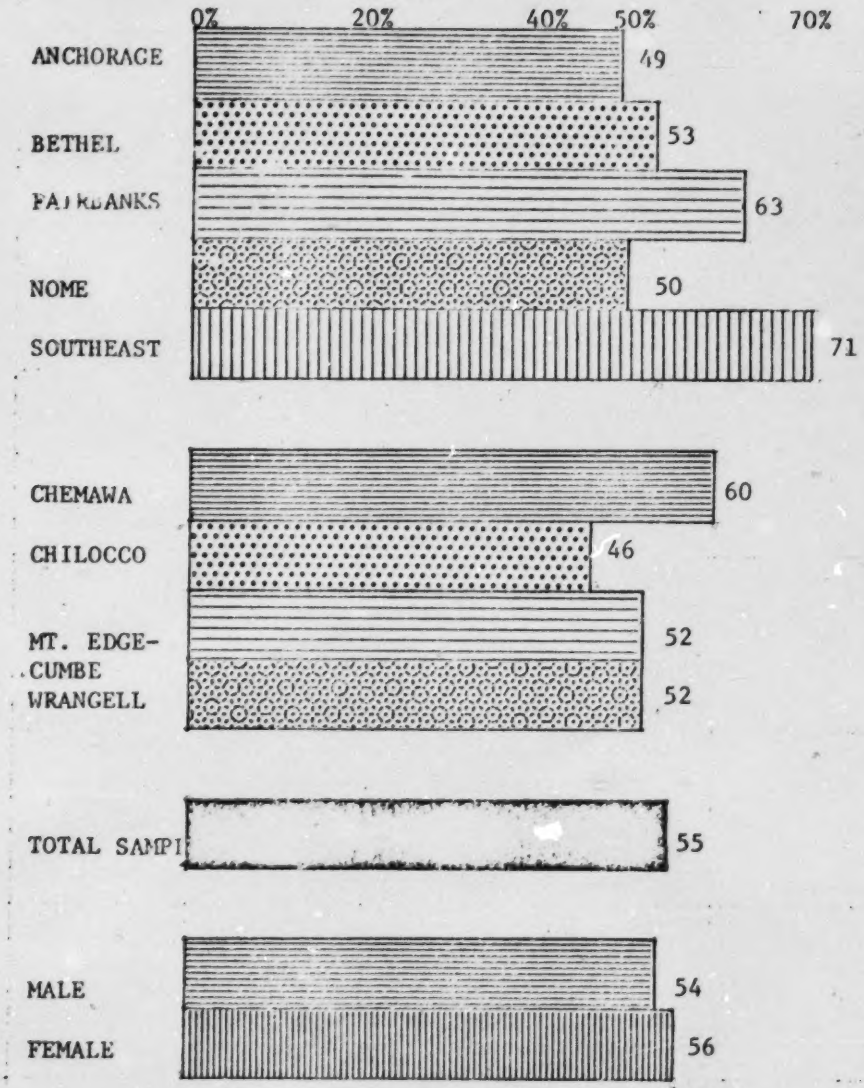


FIGURE 6

[34] WOULD YOU LIKE TO HAVE MORE NATIVE TEACHERS?

1. YES 2. NO 3. DON'T CARE 4. NO RESPONSE

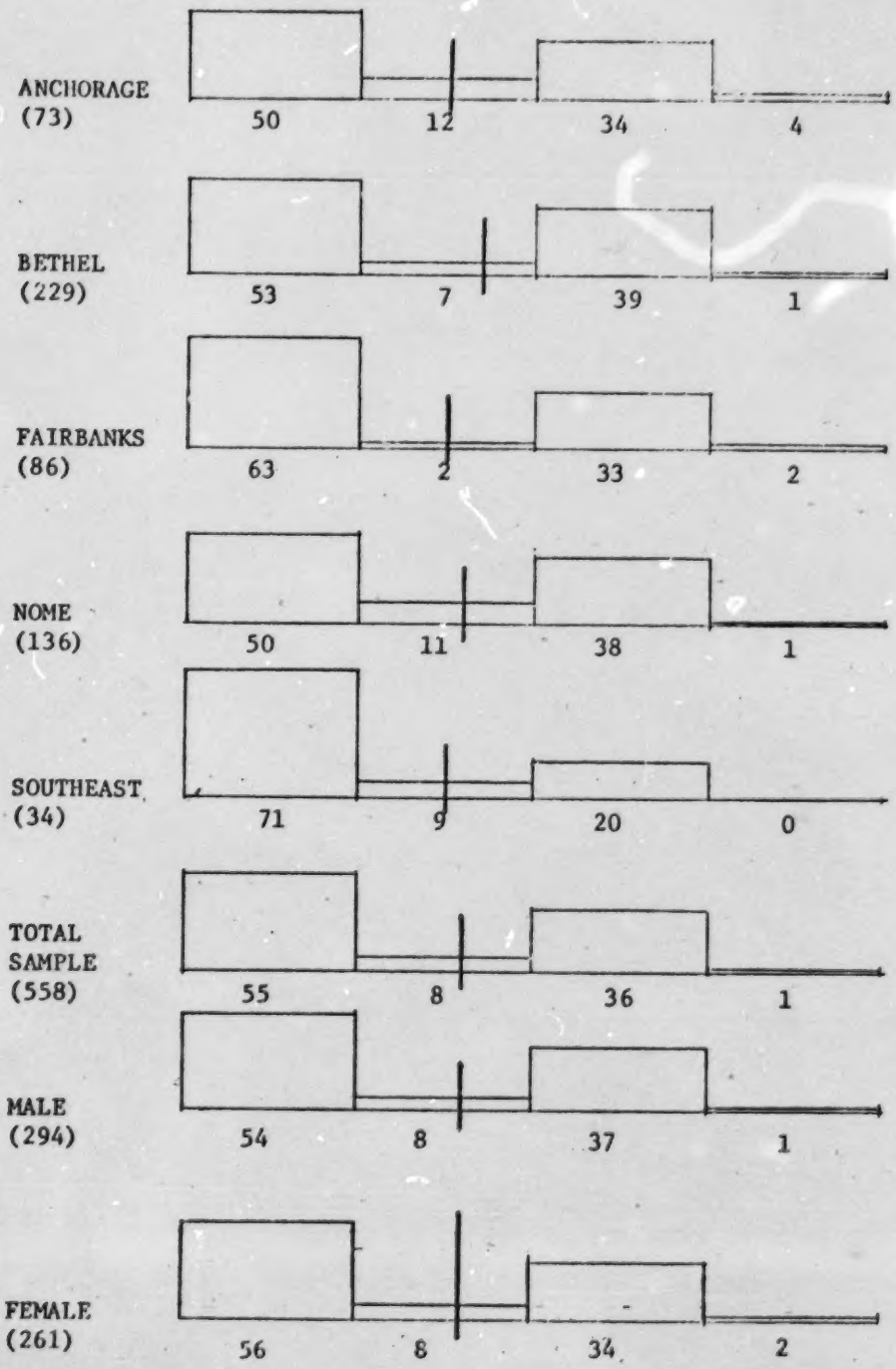


FIGURE 7

Numbers in graph are rounded percentages. Vertical line

[35] WOULD IT BE HELPFUL TO YOU TO HAVE MORE NATIVE CULTURE TAUGHT?

1. VERY HELPFUL 2. HELP SOME WHAT 3. NOT AT ALL 4. NO RESPONSE

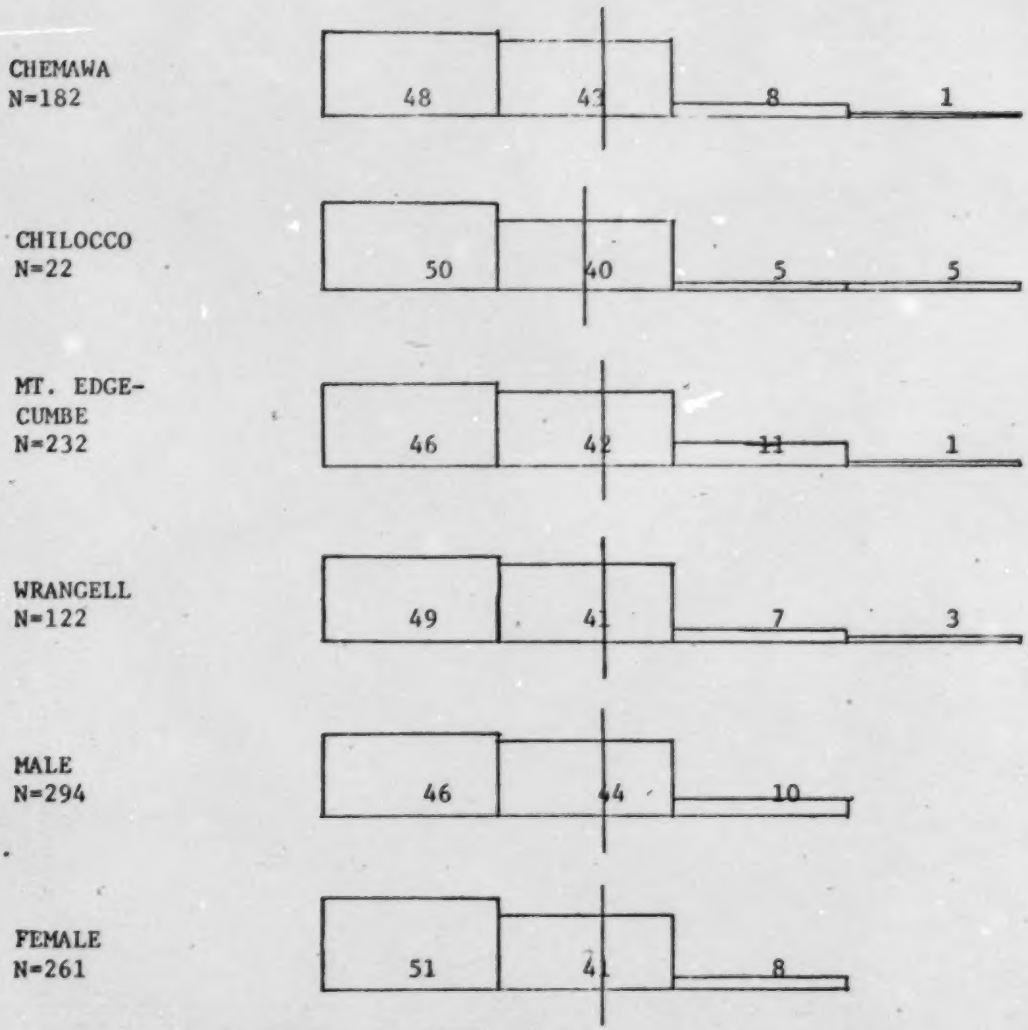


FIGURE 8

Numbers in graph are rounded percentages. Vertical line indicates mean.

[35] WOULD IT BE HELPFUL TO YOU TO HAVE MORE NATIVE CULTURE TAUGHT?

1. VERY HELPFUL 2. SOMEWHAT HELPFUL 3. NOT AT ALL 4. NO RESPONSE

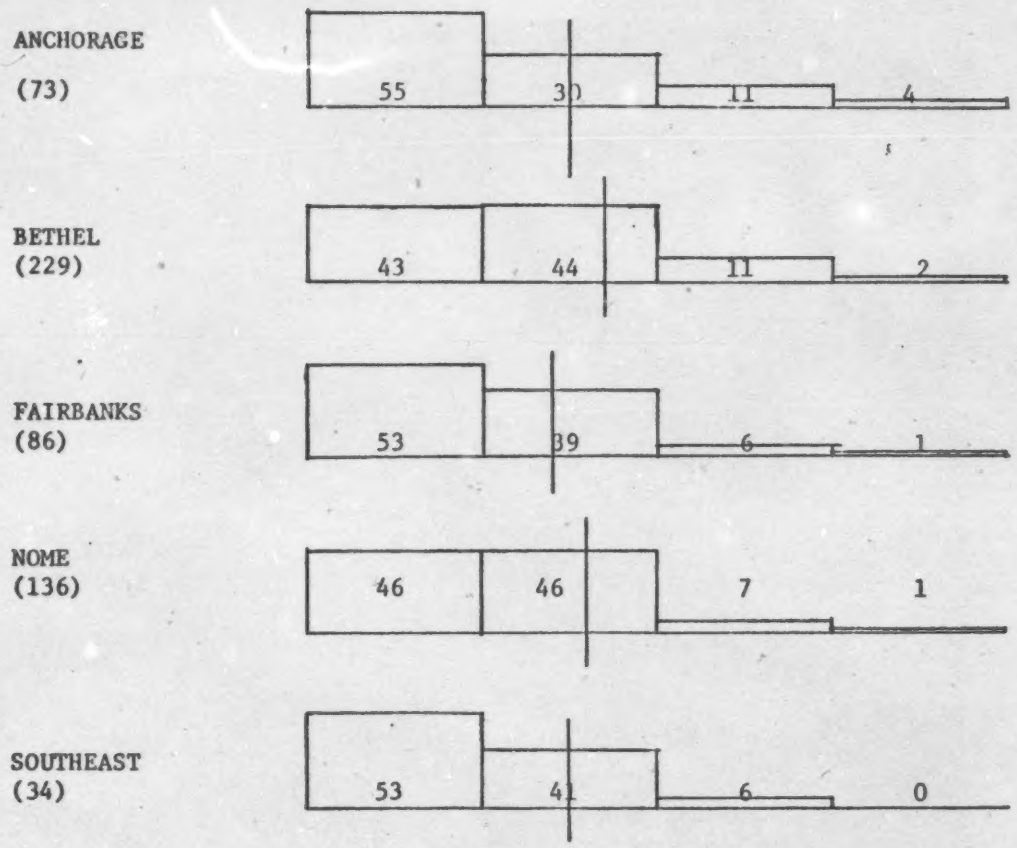


FIGURE 9

Numbers in graph are rounded percentages. Vertical line indicates mean.

INTRA-GROUP CONFLICT

[36] DO YOU THINK THAT THE WAY ALEUTS, ESKIMOS, AND INDIANS FEEL ABOUT EACH OTHER CAUSES PROBLEMS?

1. QUITE A FEW 2. A FEW 3. NO PROBLEM

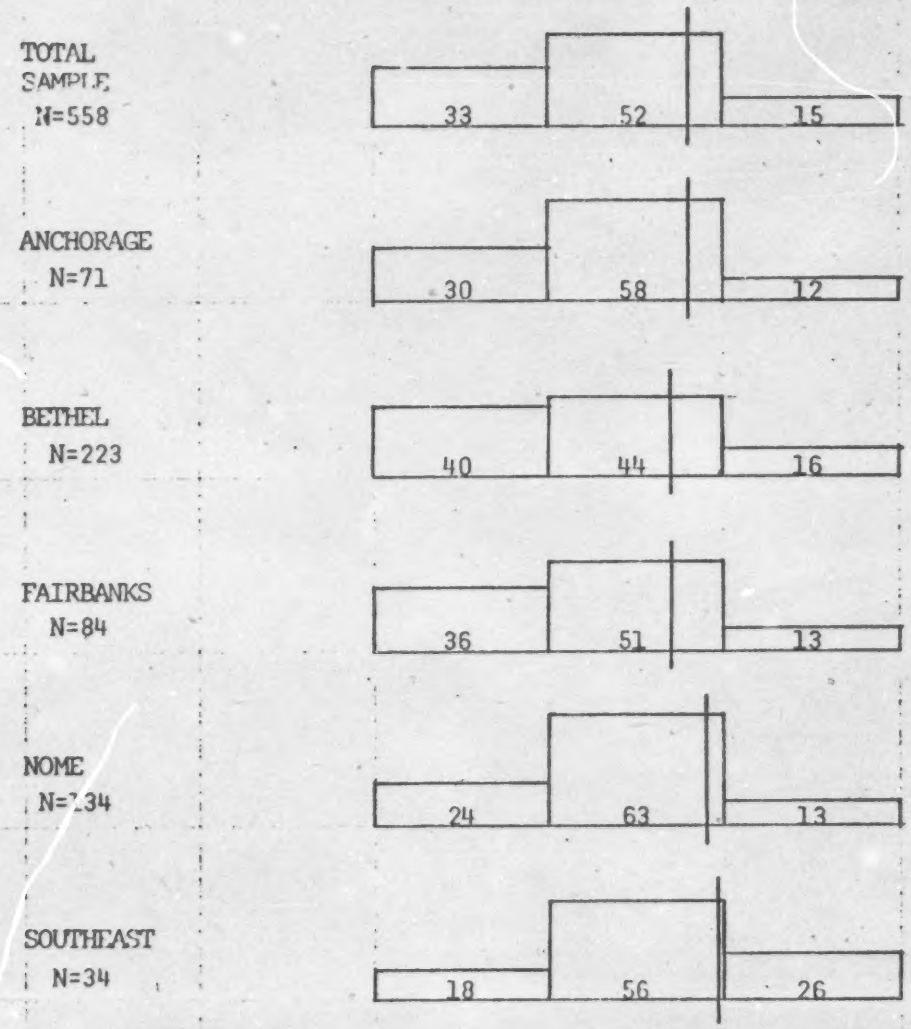


FIGURE 10

Numbers in graph are rounded percentages. Vertical line indicates mean.

INTRA-GROUP CONFLICT

[36] DO YOU THINK THAT THE WAY ALEUTS, ESKIMOS, AND INDIANS FEEL ABOUT EACH OTHER CAUSES PROBLEMS?

1. QUITE A FEW 2. A FEW 3. NO PROBLEM

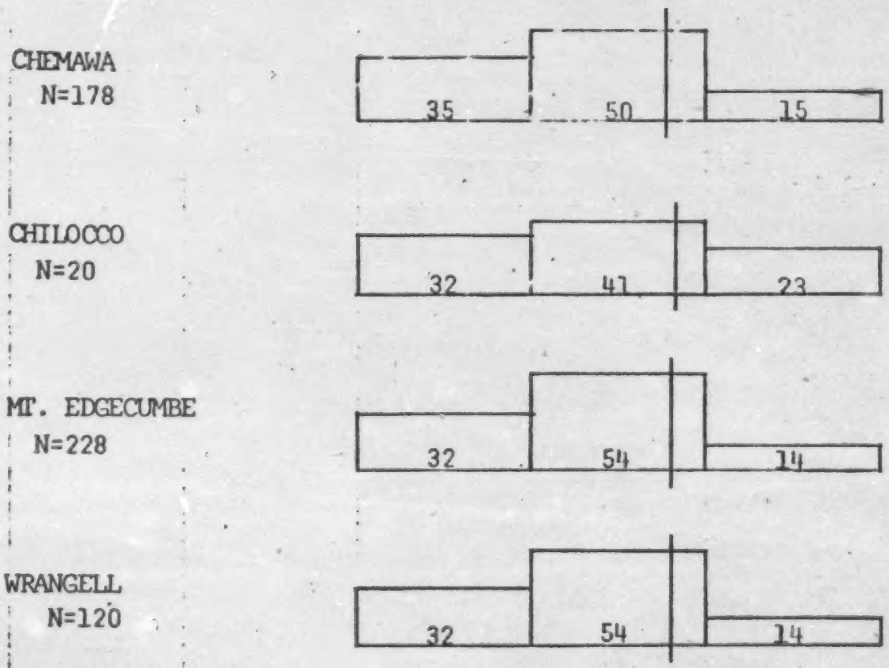


FIGURE 11

Numbers in graph are rounded percentages. Vertical lines indicate mean.

STUDENT/STAFF RELATIONSHIP

To ascertain the students' attitudes toward the staff at the school they attended, they were asked to rate on a four point scale how many of the staff cared about their feelings, how much help they received from the staff and students, and from whom they solicited help. Figures II to XXV show the responses by schools, agencies, male, female, and by age and grades to question #1. Tables XV and XVI show response by schools to questions 2 and 3.

1. Do you feel the staff and the students at your school care about your feelings?

2. Do you get much help with your school work from those listed?

3. Do you ask for help with your school work when you need it?

DO THE STAFF AND STUDENTS AT YOUR SCHOOL CARE ABOUT YOUR FEELINGS?
[17] TEACHERS

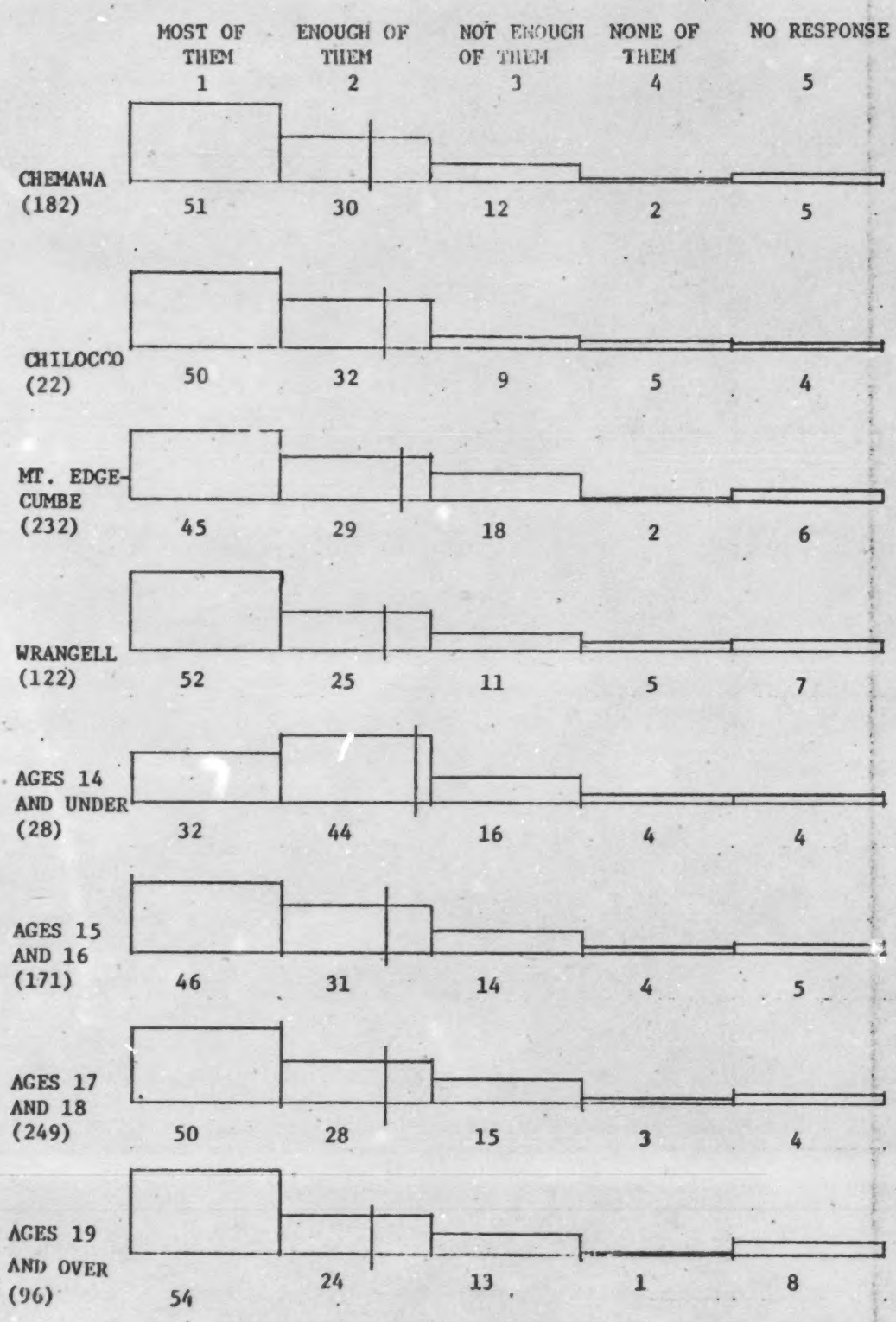
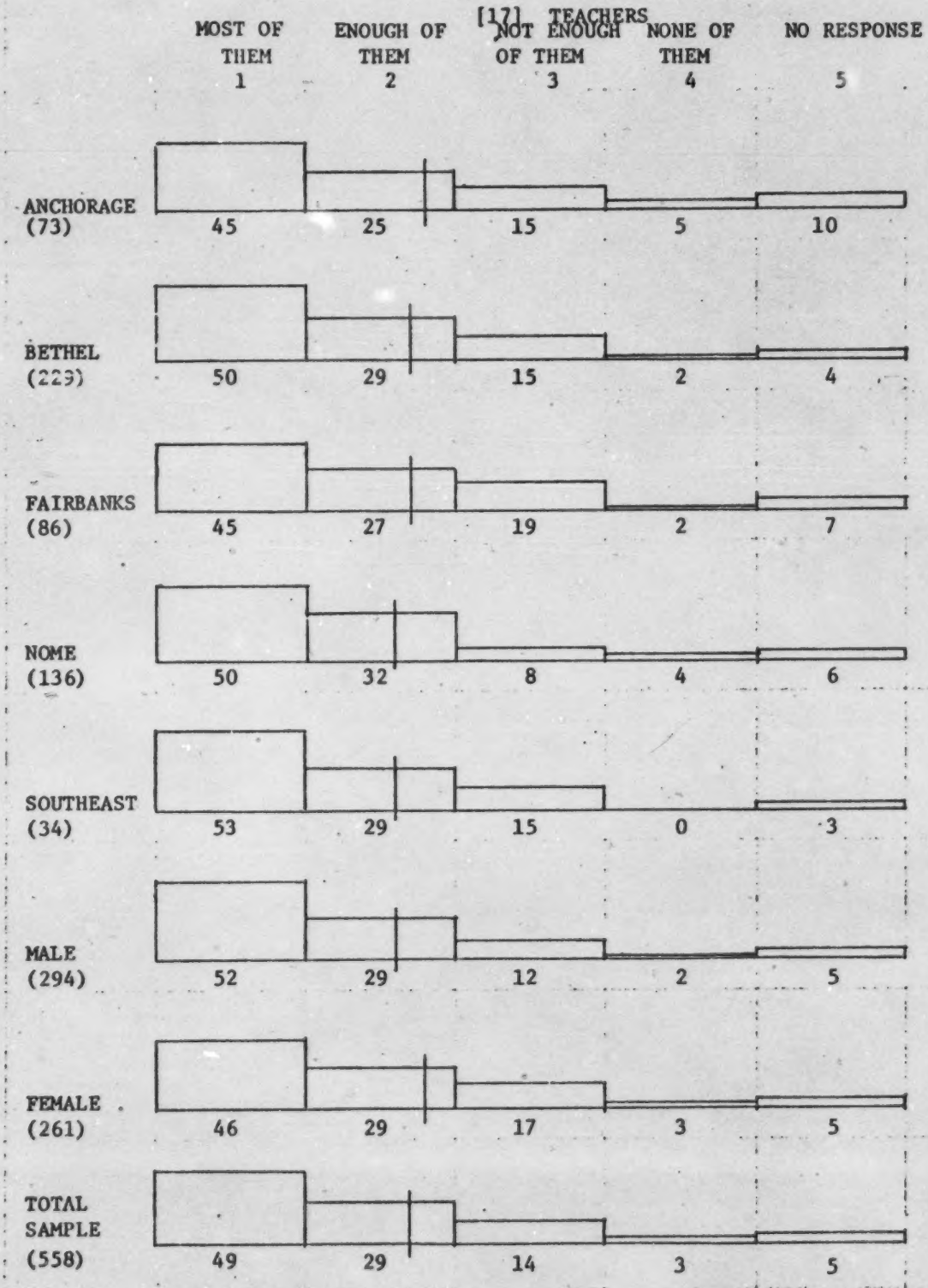

MOST OF THEM 1
ENOUGH OF THEM 2
NOT ENOUGH OF THEM 3
NONE OF THEM 4
NO RESPONSE 5
CHEMAWA (182)
51 30 12 2 5
CHILOCCO (22)
50 32 9 5 4
MT. EDGE-CUMBE (232)
45 29 18 2 6
WRANGELL (122)
52 25 11 5 7
AGES 14 AND UNDER (28)
32 44 16 4 4
AGES 15 AND 16 (171)
46 31 14 4 5
AGES 17 AND 18 (249)
50 28 15 3 4
AGES 19 AND OVER (96)
54 24 13 1 8

FIGURE 12

DO THE STAFF AND STUDENTS AT YOUR SCHOOL
CARE ABOUT YOUR FEELINGS?

[17] TEACHERS



DO THE STAFF AND STUDENTS AT YOUR SCHOOL
CARE ABOUT YOUR FEELINGS?

[17] TEACHERS

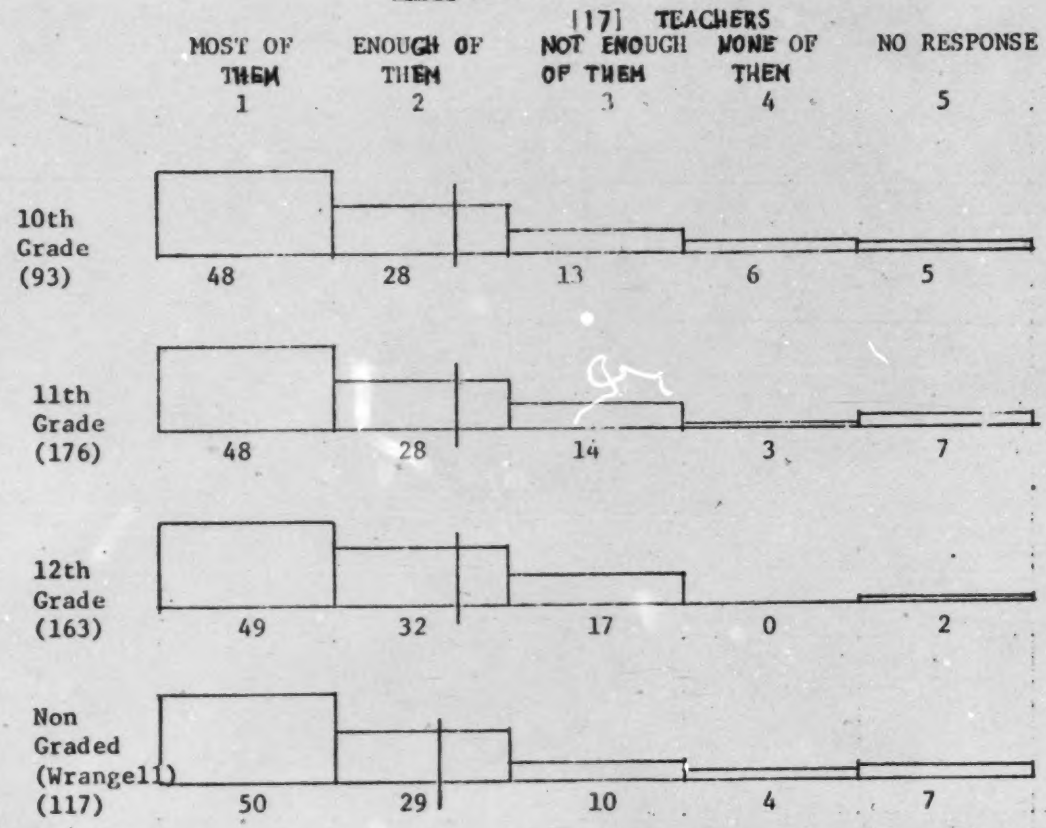


FIGURE 14

Numbers in graph are rounded percentages. Vertical line indicates mean.

DO THE STAFF AND STUDENTS AT YOUR SCHOOL
CARE ABOUT YOUR FEELINGS?
[18] COUNSELORS

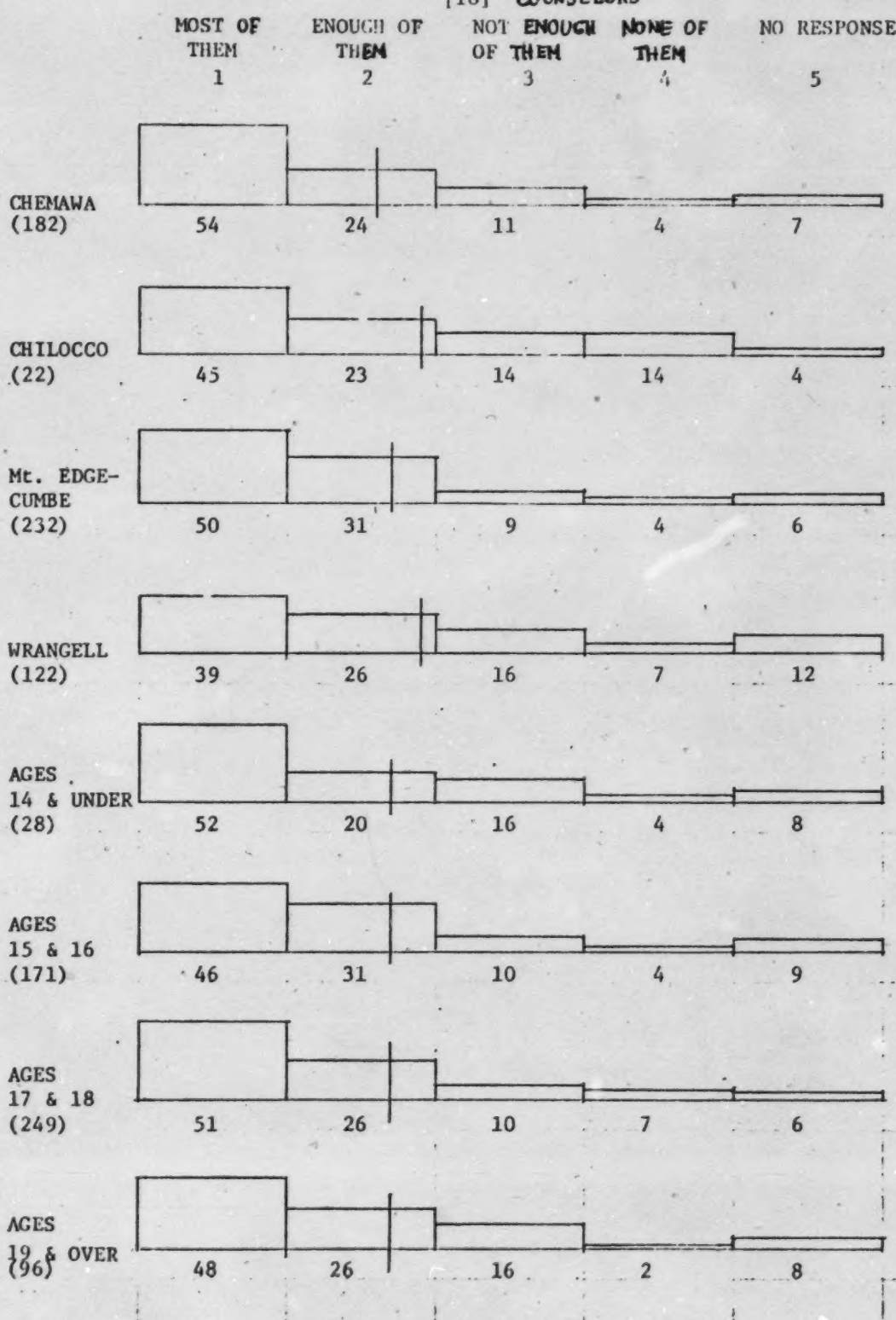

MOST OF THEM 1
ENOUGH OF THEM 2
NOT ENOUGH OF THEM 3
NONE OF THEM 4
NO RESPONSE 5
CHEMAWA (182) 54 24 11 4 7
CHILOCCO (22) 45 23 14 14 4
Mt. EDGE-CUMBE (232) 50 31 9 4 6
WRANGELL (122) 39 26 16 7 12
AGES 14 & UNDER (28) 52 20 16 4 8
AGES 15 & 16 (171) 46 31 10 4 9
AGES 17 & 18 (249) 51 26 10 7 6
AGES 19 & OVER (96) 48 26 16 2 8

FIGURE 15

DO THE STAFF AND STUDENTS AT YOUR SCHOOL
CARE ABOUT YOUR FEELINGS?

[18] COUNSELORS

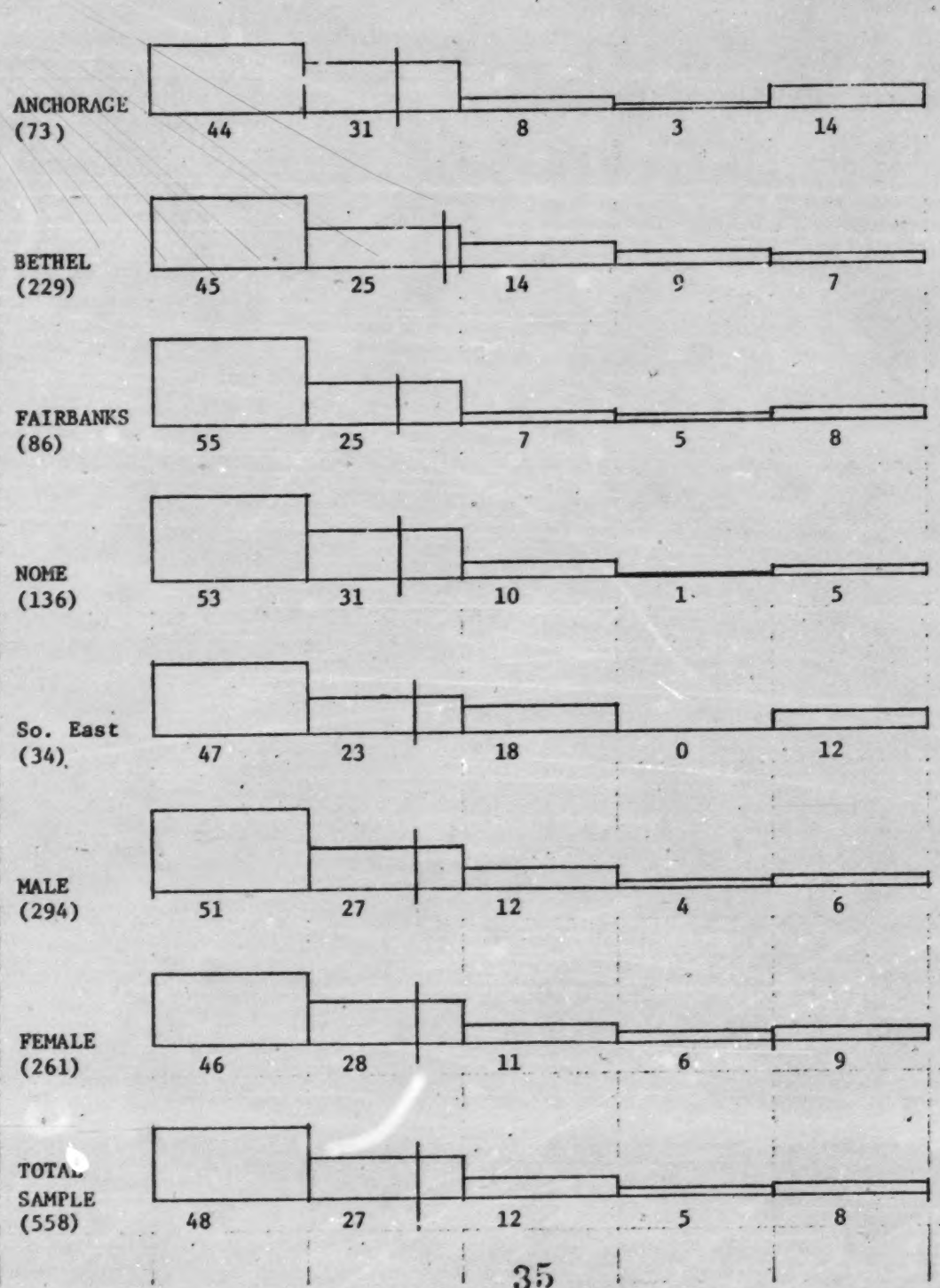


FIGURE 16

DO THE STAFF AND STUDENTS AT YOUR SCHOOL
CARE ABOUT YOUR FEELINGS?
[18] COUNSELLORS

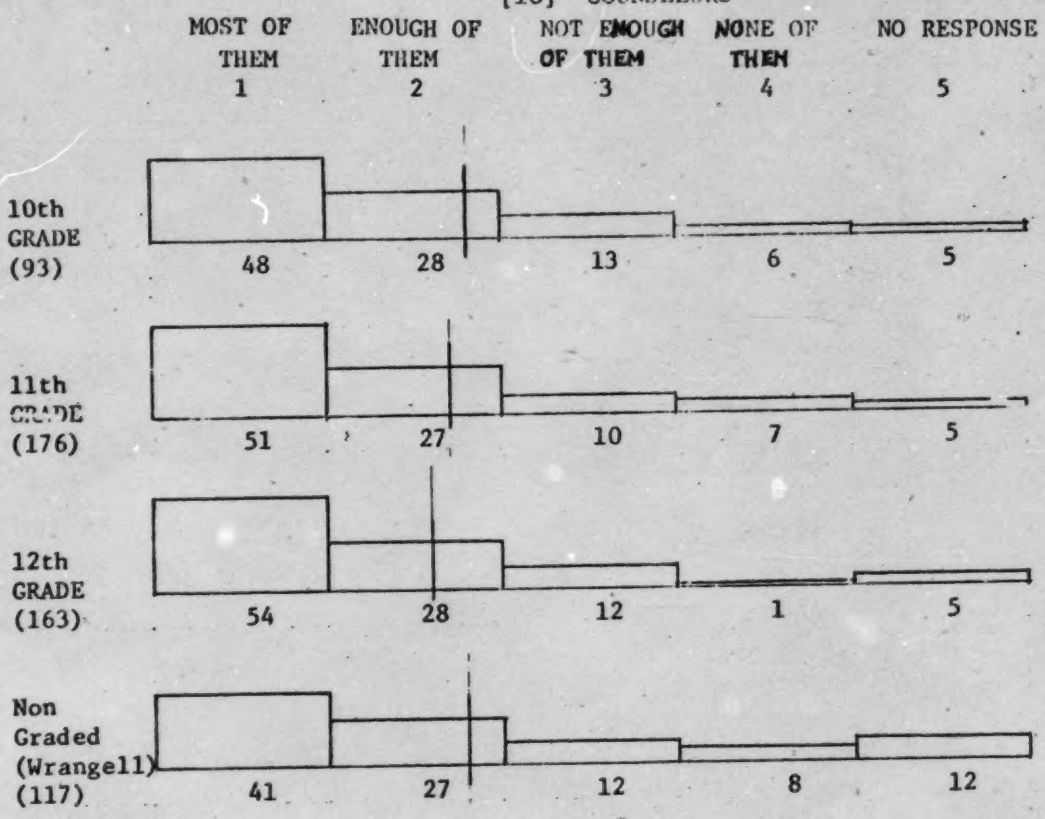


FIGURE 17

DO THE STAFF AND STUDENTS AT YOUR SCHOOL CARE ABOUT YOUR FEELINGS?

[19] SOCIAL WORKERS

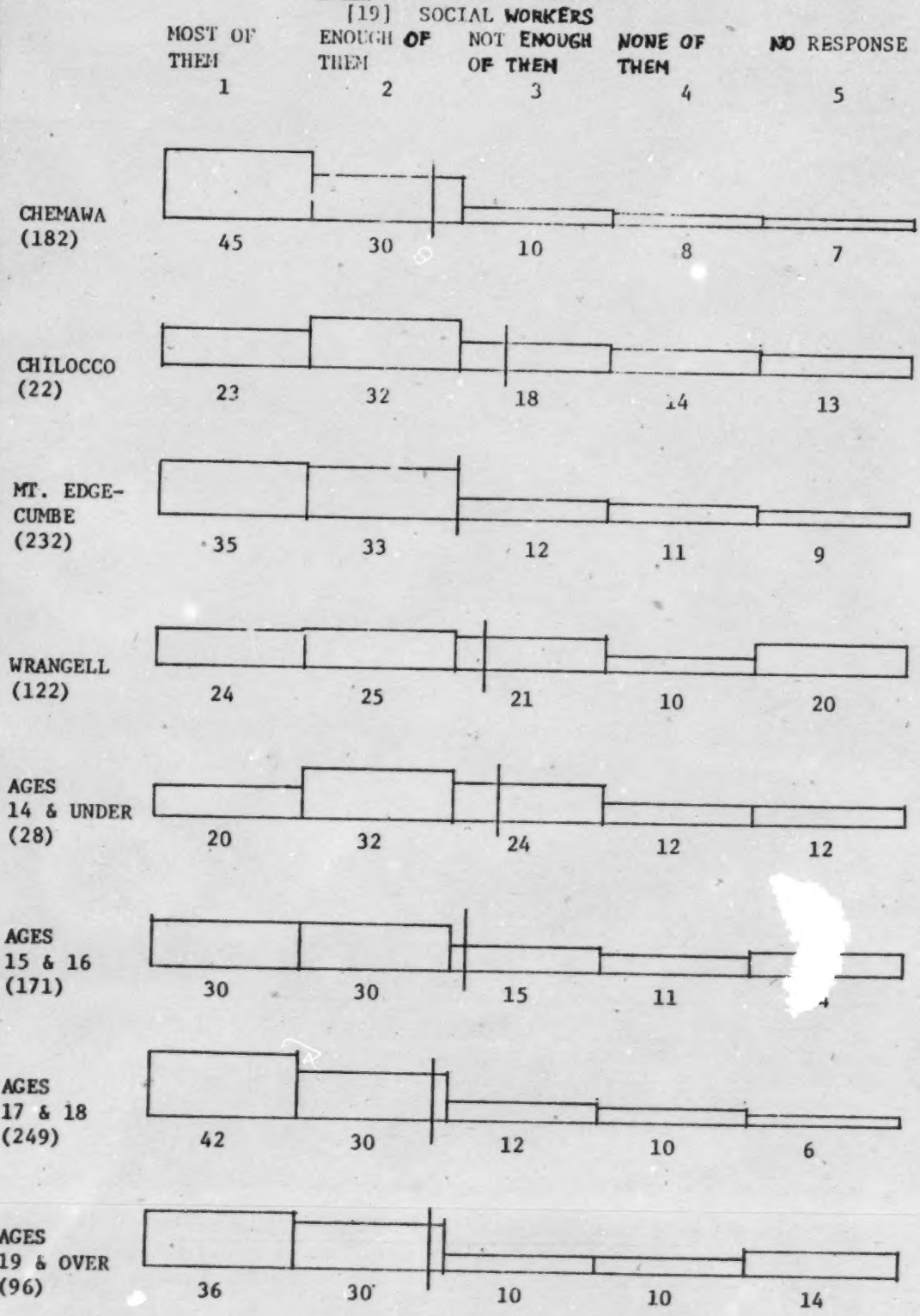


FIGURE 18

DO THE STAFF AND STUDENTS AT YOUR SCHOOL CARE ABOUT YOUR FEELINGS?

[19] SOCIAL WORKERS

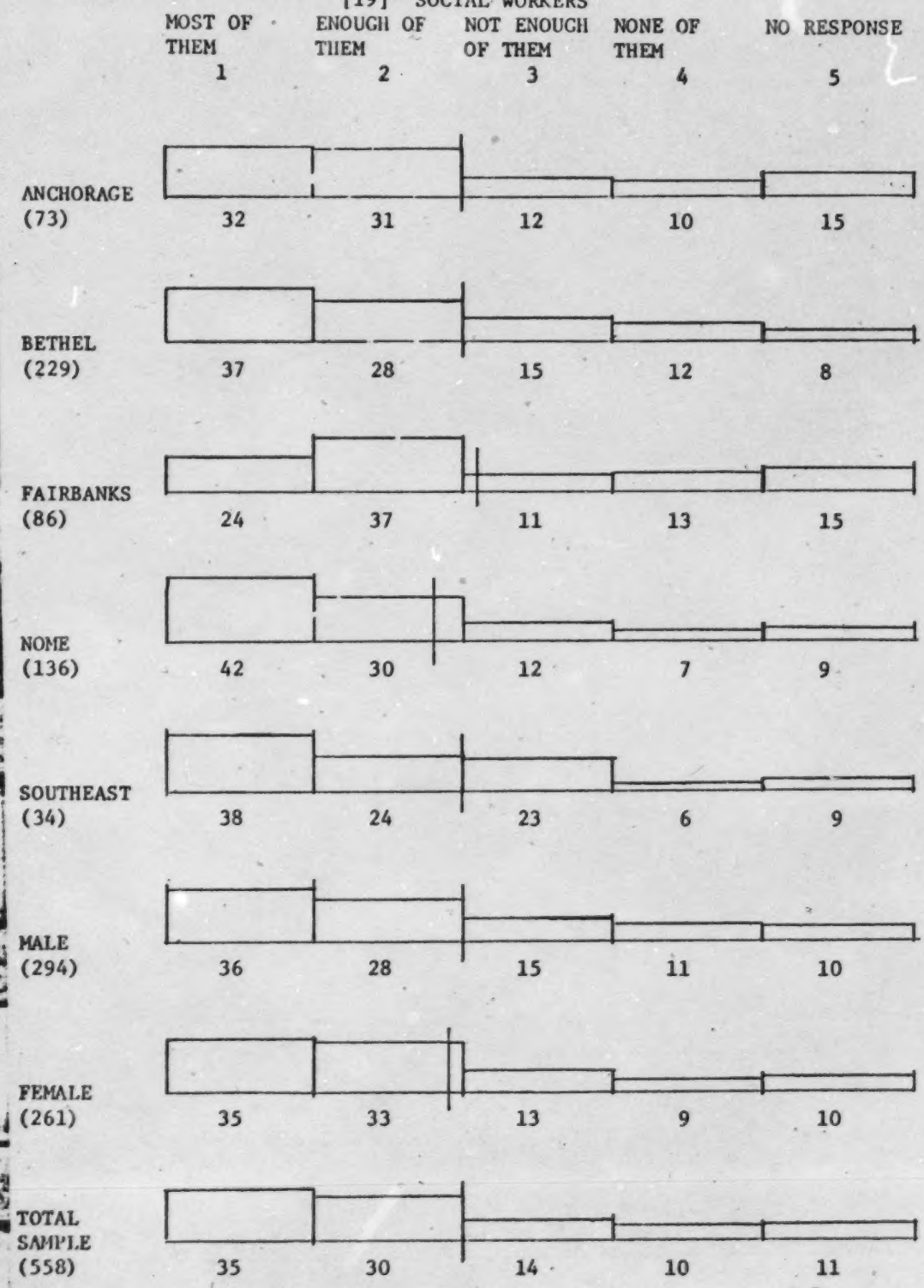


FIGURE 19

Numbers in graph are rounded percentages. Vertical line indicates mean.

DO THE STAFF AND STUDENTS AT YOUR SCHOOL CARE ABOUT YOUR FEELINGS?

[20] DORM STAFF

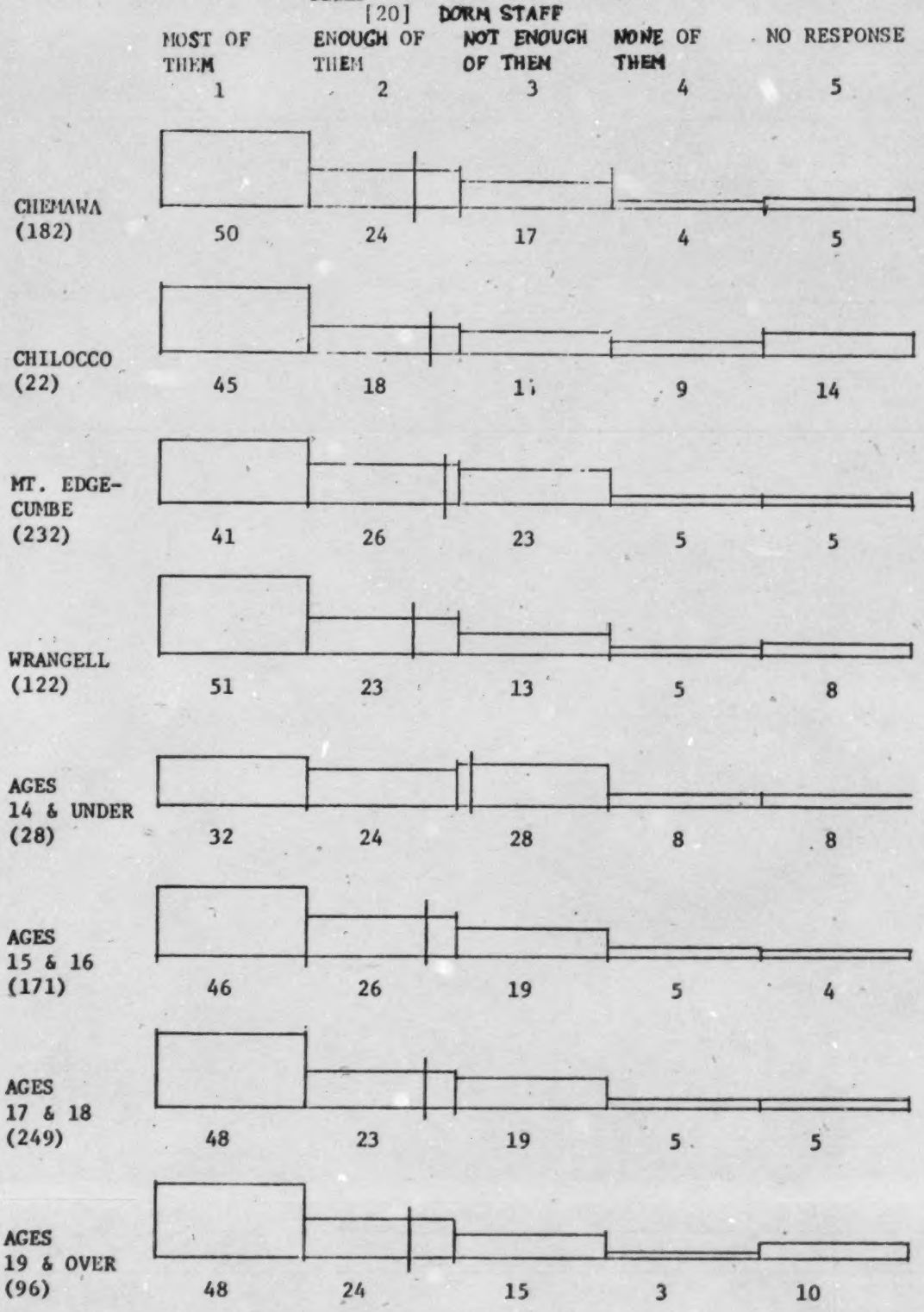


 FIGURE 20

DO THE STAFF AND STUDENTS AT YOUR SCHOOL
CARE ABOUT YOUR FEELINGS?
[20] DORM STAFF

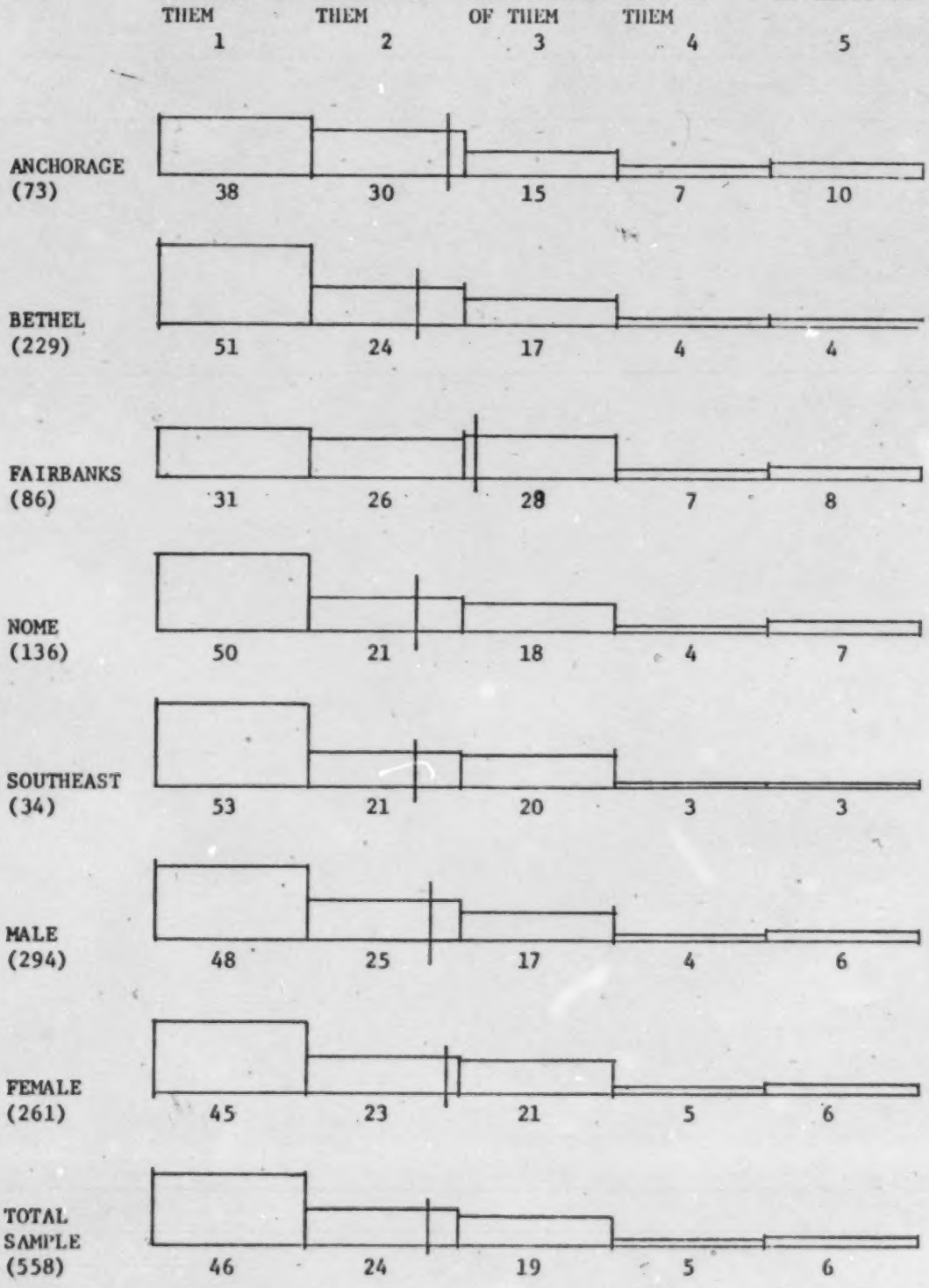


FIGURE 21

DO THE STAFF AND STUDENTS AT YOUR SCHOOL CARE ABOUT YOUR FEELINGS?

[21] STUDENTS

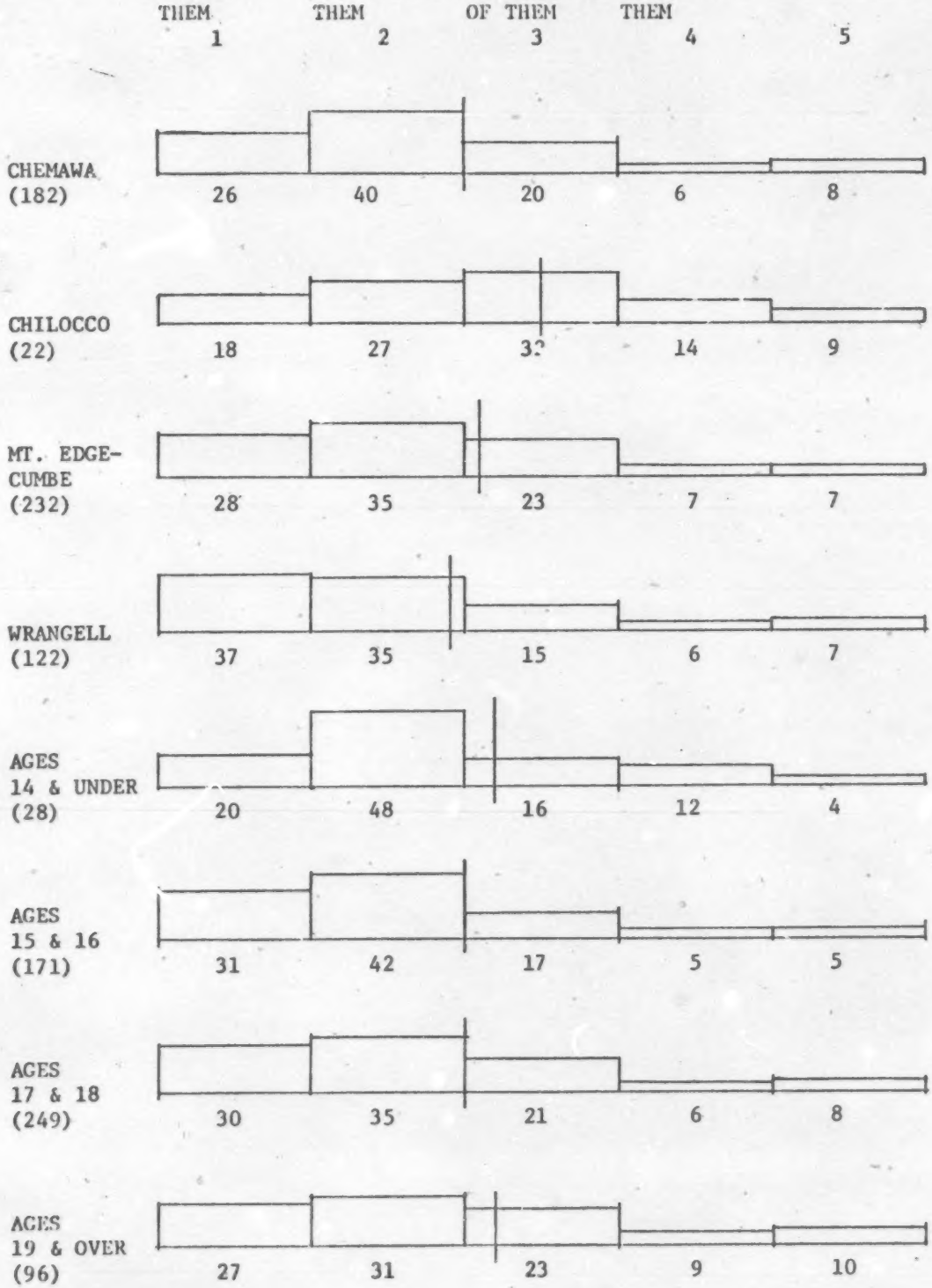


FIGURE 22

DO THE STAFF AND STUDENTS AT YOUR SCHOOL CARE ABOUT YOUR FEELINGS?
[21] STUDENTS

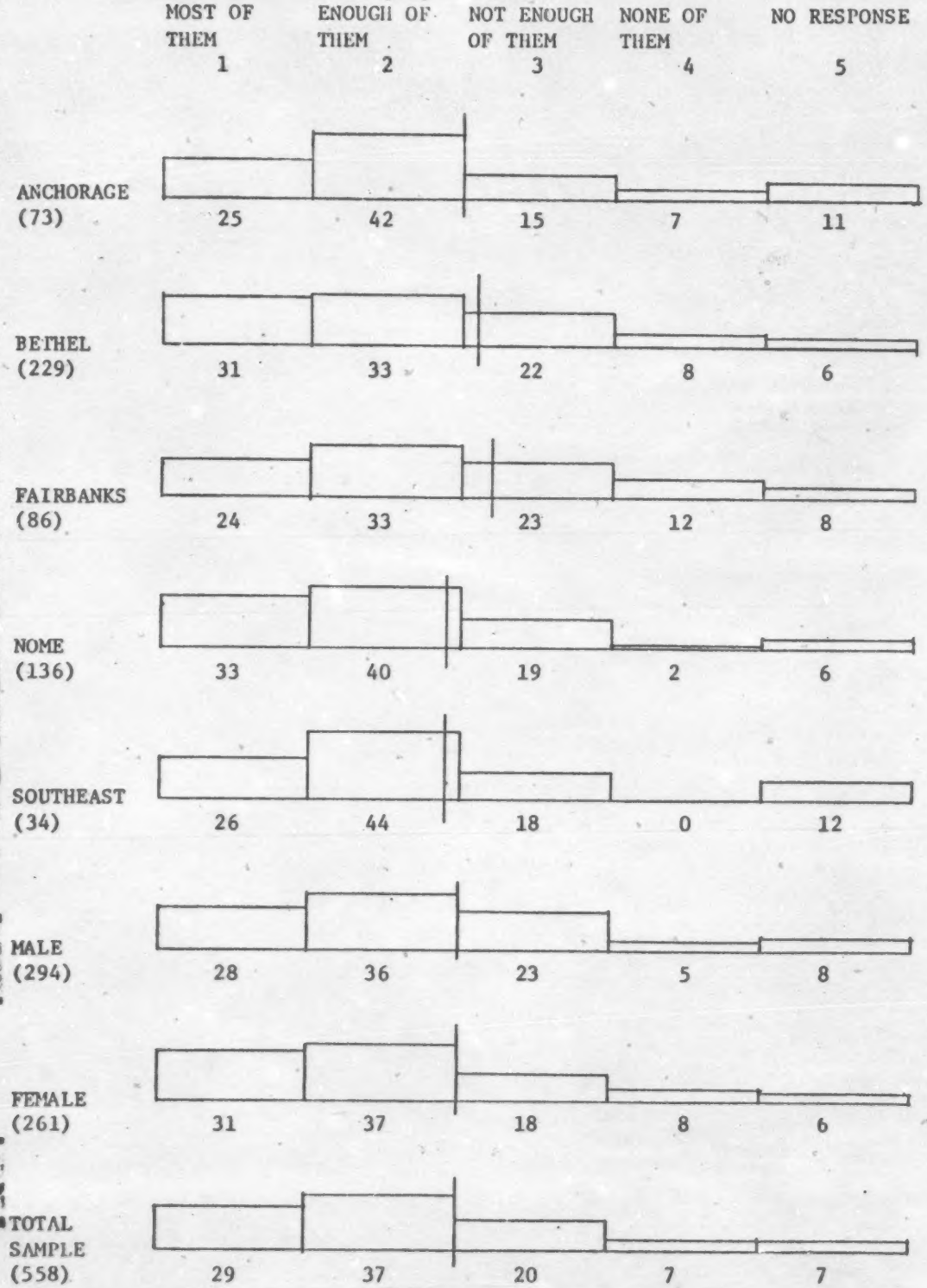


 FIGURE 23

DO THE STAFF AND STUDENTS AT YOUR SCHOOL
CARE ABOUT YOUR FEELINGS?

[22] ADMINISTRATIVES (PRINCIPALS & SUPERINTENDENTS)

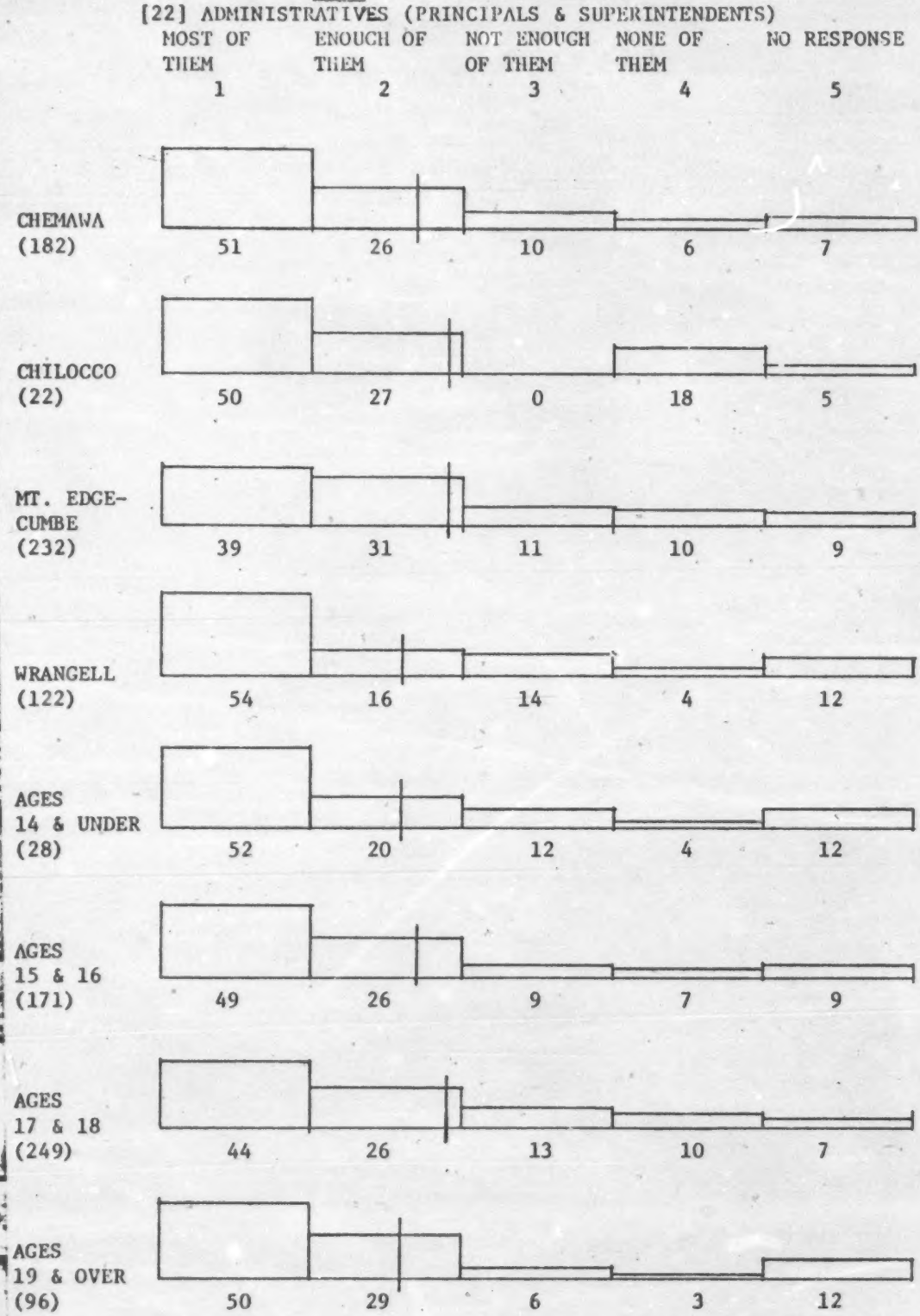

MOST OF THEM 1
ENOUCH OF THEM 2
NOT ENOUGH OF THEM 3
NONE OF THEM 4
NO RESPONSE 5
CHEMAWA (182)
51 26 10 6 7
CHILOCCO (22)
50 27 0 18 5
MT. EDGE-CUMBE (232)
39 31 11 10 9
WRANGELL (122)
54 16 14 4 12
AGES 14 & UNDER (28)
52 20 12 4 12
AGES 15 & 16 (171)
49 26 9 7 9
AGES 17 & 18 (249)
44 26 13 10 7
AGES 19 & OVER (96)
50 29 6 3 12

 FIGURE 24

DO THE STAFF AND STUDENTS AT YOUR SCHOOL
CARE ABOUT YOUR FEELINGS?

[22] ADMINISTRATIVES (PRINCIPALS & SUPERINTENDENTS)

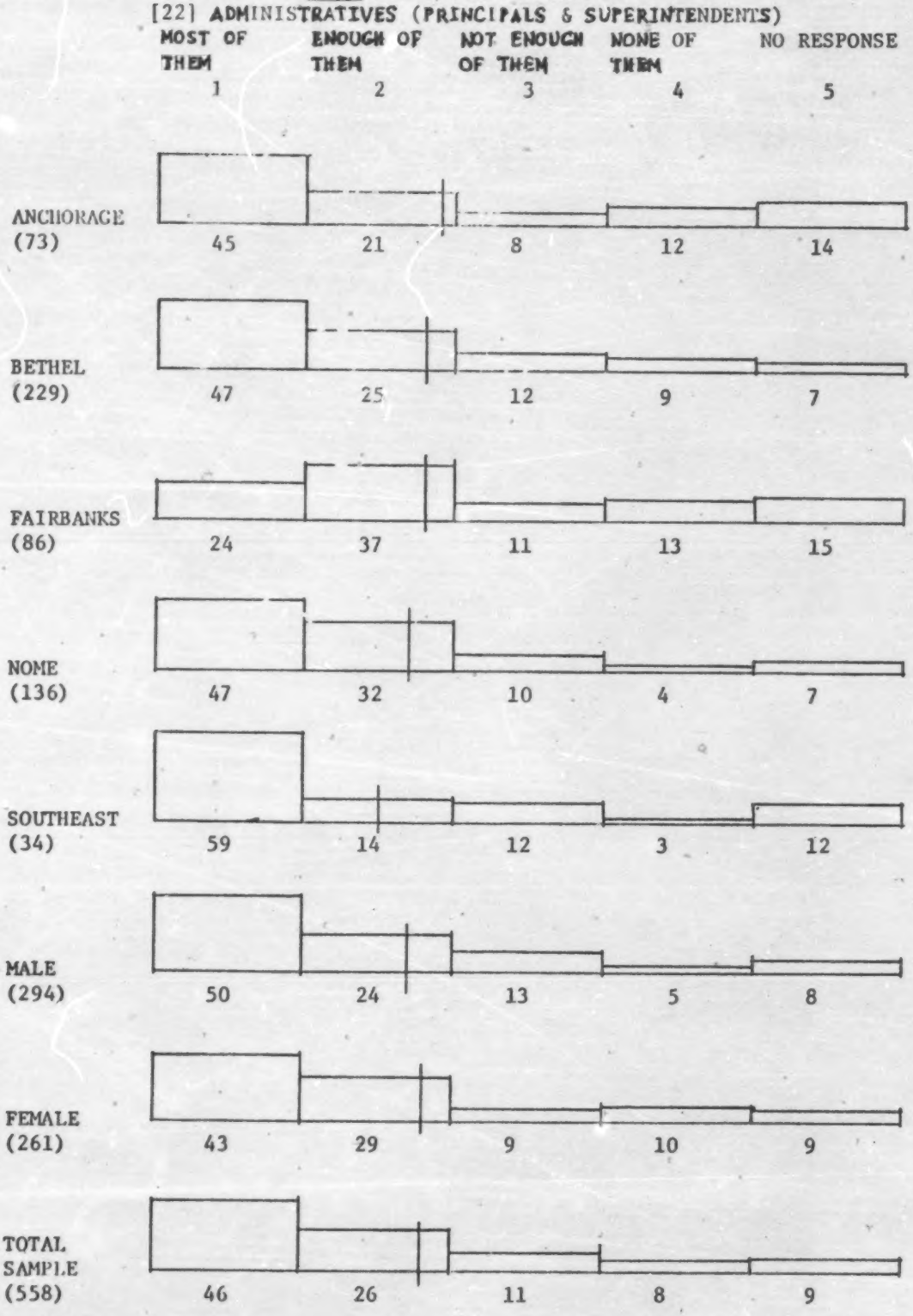


FIGURE 25

Table XV gives the percentages of students who receive help with school work from those listed.

TABLE XV

DO YOU GET MUCH HELP WITH YOUR SCHOOL WORK FROM THOSE LISTED BELOW?

1. Most of the time 2. Enough of the time 3. Not enough of the time 4. None of the time 5. No response.

		CHEMAWA					CHILOCCO				
		1	2	3	4	5	1	2	3	4	5
[23]	TEACHERS	62	24	10	1	3	50	32	14	0	4
[24]	COUNSELORS	15	30	21	26	8	23	27	18	27	5
[25]	DORM STAFF	21	26	24	24	5	27	14	18	27	8
[26]	SOCIAL WORKERS	17	25	18	31	9	23	27	18	18	14
[27]	OTHER STUDENTS	31	29	21	15	4	18	23	32	23	4

		MT. EDGECUMBE					WRANGELL				
		1	2	3	4	5	1	2	3	4	5
[23]	TEACHERS	58	25	13	1	3	66	23	6	1	4
[24]	COUNSELORS	19	25	26	25	5	16	23	25	25	12
[25]	DORM STAFF	18	23	26	27	6	26	21	21	21	11
[26]	SOCIAL WORKERS	18	20	18	36	8	14	21	16	31	18
[27]	OTHER STUDENTS	32	35	16	12	5	33	30	19	10	8

NUMBERS IN TABLE ARE ROUNDED PERCENTAGES

Table XVI shows by percentage from whom help is solicited by the students.

TABLE XVI

DO YOU ASK FOR HELP WITH YOUR SCHOOL WORK WHEN YOU NEED IT? (CHECK ONE SPACE FOR EACH)

1. Most of the time 2. Enough of the time 3. Not enough of the time. 4. Never 5. No response

	CHEMAWA					CHILOCCO				
	1	2	3	4	5	1	2	3	4	5
TEACHERS	70	18	7	2	3	64	23	5	5	3
COUNSELORS	15	22	21	35	7	18	23	14	41	4
DORM STAFF	23	23	21	27	6	5	23	32	32	8
OTHER STUDENTS	30	32	21	11	6	9	23	32	27	9
OTHER (name)	12	88	0	0	0	73	0	0	0	27

	MT. EDGECUMBE					WRANGELL				
	1	2	3	4	5	1	2	3	4	5
TEACHERS	55	22	17	3	3	71	16	7	0	6
COUNSELORS	16	18	19	39	8	13	19	19	38	11
DORM STAFF	15	19	23	37	6	24	22	24	20	10
OTHER STUDENTS	33	32	22	7	6	34	30	20	8	8
OTHER (name)	88	0	0	0	12	13	86	0	0	1

NUMBERS IN TABLE ARE ROUNDED PERCENTAGES.

CURRICULUM PREFERENCES AND SUGGESTED ADDITIONS

The following pages (45 to 56) show by percentages the curriculum that students in each school and from each agency think is most important for them.

On page 57 the suggested curriculum additions are listed.

TABLE XVII

Total Sample (558)
Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	42	24	3	31
69.	Science & Math	39	26	3	32
70.	Social Studies (History, Political Science, Psychology, Sociology)	31	32	5	32
71.	Business Education	42	23	3	32
72.	Music & Art	10	34	22	33
73.	Home Economics	26	31	10	33
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	30	19	18	33
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	39	23	5	33

The high percentage of "no response" is due to the late mailing of this last part of the questionnaire to the Chemawa student body. Only 20% of Chemawa's returns made the computer deadline.

(see Chemawa response next page.)

TABLE XVIII
Chemawa (182)
Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	15	4	1	80
69.	Science & Math	11	8	1	80
70.	Social Studies (History, Political Science, Psychology, Sociology)	9	9	1	81
71.	Business Education	13	7	0	80
72.	Music & Art	2	9	8	80
73.	Home Economics	7	11	2	80
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	13	3	4	80
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	13	6	1	80

The high percentage of no response from Chemawa students is due to late mailing of questions 68 to 75. (see preceding page.)

TABLE XIX

Chilocco (22)

Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	68	23	5	4
69.	Science & Math	41	44	3	
70.	Social Studies (History, Political Science, Psychology, Sociology)	46	50	4	
71.	Business Education	55	41	0	4
72.	Music & Art	9	55	36	
73.	Home Economics	27	50	14	9
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	37	36	27	
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	41	50	9	

TABLE XX
Mt. Edgecumbe (232)
Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	53	34	4	9
69.	Science & Math	47	36	6	11
70.	Social Studies (History, Political Science, Psychology, Sociology)	41	40	8	11
71.	Business Education	53	34	3	11
72.	Music & Art	11	43	34	10
73.	Home Economics	35	38	15	12
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	36	28	25	12
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	51	30	8	11

TABLE XXI
Wrangell (122)
Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	57	31	6	6
69.	Science & Math	66	28	1	5
70.	Social Studies (History, Political Science, Psychology, Sociology)	42	47	4	7
71.	Business Education	60	28	6	6
72.	Music & Art	22	49	19	10
73.	Home Economics	39	42	12	7
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	44	24	24	8
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	56	30	5	9

TABLE XXII

Anchorage (73)

Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	48	25	4	23
69.	Science & Math	44	26	5	25
70.	Social Studies (History, Political Science, Psychology, Sociology)	35	30	10	25
71.	Business Education	56	17	4	23
72.	Music & Art	12	44	21	23
73.	Home Economics	36	30	8	26
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	38	14	23	25
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	55	16	4	26

TABLE XXIII

Bethel (229)

Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Respon
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	37	19	4	40
69.	Science & Math	31	27	1	41
70.	Social Studies (History, Political Science, Psychology, Sociology)	24	31	4	41
71.	Business Education	31	25	3	41
72.	Music & Art	12	30	15	43
73.	Home Economics	21	27	11	41
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	25	19	14	42
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	31	21	5	43

TABLE XXIV

Fairbanks (86)

Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	42	29	5	24
69.	Science & Math	43	26	7	24
70.	Social Studies (History, Political Science, Psychology, Sociology)	42	27	5	26
71.	Business Education	48	26	3	23
72.	Music & Art	6	35	33	27
73.	Home Economics	26	36	11	27
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	28	23	23	26
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	41	27	7	25

TABLE XXV

Nome (136)

Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	48	25	1	26
69.	Science & Math	45	27	2	26
70.	Social Studies (History, Political Science, Psychology, Sociology)	32	39	4	25
71.	Business Education	48	24	2	26
72.	Music & Art	8	39	27	26
73.	Home Economics	32	33	9	26
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	37	20	17	26
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	48	24	4	24

TABLE XXVI

Southeast (34)

Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	35	30	3	32
69.	Science & Math	50	12	6	32
70.	Social Studies (History, Political Science, Psychology, Sociology)	29	30	3	38
71.	Business Education	38	29	0	33
72.	Music & Art	15	18	32	35
73.	Home Economics	24	29	12	35
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	26	21	18	35
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	27	29	9	35

TABLE XXVII
Male (294)
Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	36	25	4	35
69.	Science & Math	37	25	2	36
70.	Social Studies (History, Political Science, Psychology, Sociology)	28	30	5	37
71.	Business Education	38	24	3	35
72.	Music & Art	8	32	23	37 +
73.	Home Economics	14	33	16	37
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	50	14	1	35
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	27	29	7	37

TABLE XXVIII

Female (261)

Numbers in table are percentages

	What subjects are the most important ones for what you need and want?	1 Very important	2 Somewhat important	3 Not important at all	4 No Response
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	48	22	3	27
69.	Science & Math	41	26	5	28
70.	Social Studies (History, Political Science, Psychology, Sociology)	53	35	5	27
71.	Business Education	46	24	2	28
72.	Music & Art	13	36	22	29
73.	Home Economics	41	27	4	28
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	8	25	37	30
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	53	16	3	28

The last question [76] asked the students to list subjects that they would like to have added at their schools. Listed below are the additions suggested by the students. Some of the courses would be offered all ready at certain schools, but not at others. There were requests for several courses (such as typing or drivers education) to be offered to more students than is presently being done.

The most frequently suggested subject additions are asterisked.

1. Industrial arts/Vocational

   Heavy equipment*, auto mechanics*, small engine repair*, aviation*, dental and medical aide training, beautician, commercial cooking, electricity, foundry work, radio.

2. Arts & Crafts

   Native arts & crafts*, leather work, photography, piano, guitar.

3. Academic

   Native Languages*, Native Culture*, foreign languages, advanced mathematics, college prep courses, Oceanography, Marine Biology, Anthropology, Sociology, Psychology.

4. Co-curricular

   drivers ed*, typing*, sex education/marriage and family life, shorthand, PE/swimming, riflemanship, outdoorsmanship, vocational information.

5. Current Events

   pipeline controversy, Native Land Claims.

SUMMARY

The purpose of the study was an attempt to determine the attitudes and perferences of Alaska BIA Boarding School students relative to their education and to their schools.

Of the 900 plus school population, responses to a questionnaire were secured from 61%: the mean age being 17.1 years; with slightly more males than females; and who came from large families. the mean number of siblings being 5.6.

The school facilities, teachers, and courses seemed to be generally satisfactory from the students' viewpoints.

Most students expressed a preference to go to school in Alaska, (almost 40% of the students attend school outside Alaska).

The grade placement of the students seems to be satisfactory to most of them. There was some indication of teacher discrimination, but this may be questioned as being typical of all students of adolescent age.

55% of the students expressed that they would like more Native teachers, 36% did not care and 8% responded negatively.

A large percentage (91%) of the total sample population think more Native culture and history in the schools would be helpful to them.

There is evidence of intra-group conflict among the Indians, Aleuts, and Eskimos. 85% of the students feel that the conflict causes problems at their schools.

The students seem to feel that the teachers are willing and available to give help with school work and most of the students feel free to solicit help from them.

Subject areas considered important to the students were high in Language Arts, Social Studies and Work Experience courses.

The future plans of the students indicated most will continue their formal education. Only 3.2% do not intend to complete high school, and 2% do not know if they will return to school. 28% plan to attend college and about 12% plan to attend a vocational school. 20% of the students listed "getting a job" as their future plans, while 30% had no definite plans.

CONCLUSIONS

1. Retention.

   There has been great improvements in the level of educational attainment of Alaska Native children. In 1958, only 22% of a similar group of students planned to return to school. [1] This study has revealed that 94% of the students enrolled in 1970-71 intend to return. However, there were about 13% of the students who felt they could not complete their high school education. The largest single reason being "needed at home" (6%).

2. Perception of Adequacy.

   There is a general perceived adequacy of the educational program facilities, staff, courses and grade placement on the basis of this study.

3. Future Plans.

   An estimated 88% intend to graduate from high school, 28% aspire to attend college, 14% intend to go to a vocational school. There is an inter-agency variation of future plans: Southeast Alaska and Anchorage areas have the highest aspirational level. (Southeast (31%) and Anchorage (28%) as compared with Bethel (18%) Fairbanks (17%), and Nome (24%).) It is recommended that environmental factors affecting aspiration of students be investigated.

[1] Dr. Charles Ray: A PROGRAM FOR EDUCATION, University of Alaska, 1958. page 137.

A high percentage of students indicated they had "no definite plans" after graduation (26% of the male and 33% of the female population). It is recommended that reasons for this lack of future planning be investigated. Perhaps more programs could be instigated to aid the students in developing future plans.

4. Culture Centered Areas.

   A. 29% of the total sample of the student population surveyed felt a degree of teachers prejudice. There was a difference in perception of prejudice among the agencies. (Highest was Southeast (44%).) Further study may reveal that this is a universal phenomenon of adolescence and not unique to Native students.

   B. There was no overwhelming evidence that students want to move in the direction of total Native domination of the educational process. They do want more Native culture and history, but are not adamant about having Native teachers. A substantial minority don't want more Native teachers or don't care.

   C. There was evidence that intra-Native-group conflicts cause problems in the schools. (33% of the students thought it caused quite a few problems, and 52% said it caused a few problems.) It is recommended that the extent of the Cultural prejudice is investigated and means of overcoming the inter-group prejudice is explored.

5. Desire To Stay In Alaska.

Two-thirds (67%) of the students want to go to school in Alaska if they had a choice. This suggests a need for expansion of more secondary educational opportunities in Alaska of all types (including Boarding School Program, Boarding-Home-School Program, and centrally located high schools). Presumably, because of the lack of the educational opportunities in Alaska, many students have had to be placed in situations that would not have been their first choice.

1. School Number (not on questionnaire)

2. Student Number (not on questionnaire)

3. Agency Number (not on questionnaire)

4. _____Age

5. Sex
   _____Male
   _____Female

6. Your present grade in school. (circle the number)
   1. 12th
   2. 11th
   3. 10th
   4. 9th

7. Number of brothers and sisters. (circle the number)

0	4	8
1	5	9
2	6	10
3	7	11 or more

8. Number of brothers or sisters who have graduated from high school. (circle the number)

0	4	8
1	5	9
2	6	10
3	7	11 or more

9. Number of brothers and sisters who are still going to school (circle the number)

0	4	8
1	5	9
2	6	10
3	7	11 or more

10. Number of brothers and sisters who have quit school before graduating from high school. (circle the number)

0	4	8
1	5	9
2	6	10
3	7	11 or more

11. What grade in school did your father complete? (circle the number)

0	4	8	12	16
1	5	9	13	17 or higher
2	6	10	14	
3	7	11	15	

12. What grade in school did your mother complete? (circle the number)

0	4	8	12	16
1	5	9	13	17 or higher
2	6	10	14	
3	7	11	15	

13. With whom have you lived most of your life? (circle one number)
1. Both real parents
2. One real parent
3. One real parent and one step parent
4. Foster or adaptive parents
5. Other relatives
6. Other _____

14. Do you plan to return to school this fall?
1. Yes
2. No
3. Don't know

15. If you do not plan to graduate from high school what is the reason? (circle one answer)
1. Needed at home
2. Don't like school
3. Poor grades
4. Getting married
5. Military service
6. Other plans _____

16. If you do plan to graduate from high school what are your plans for after graduation? (circle one)
1. College
2. Get a job
3. Vocational school
4. Getting married
5. No definite plans
6. Other plans _____

Do the staff and students at your school care about your feelings? (check one space for each)

		1 Most of them	2 Enough of them	3 Not enough of them	4 None of them
17.	Teachers	_____	_____	_____	_____
18.	Counselors	_____	_____	_____	_____
19.	Social Workers	_____	_____	_____	_____
20.	Dorm staff	_____	_____	_____	_____
21.	Students	_____	_____	_____	_____
22.	Administratives (principals & superintendents)	_____	_____	_____	_____

Do you get much help with your school work from those listed below? (check one space for each)

		1 Most of the time	2 Enough of the time	3 Not enough of the time	4 None of the time
23.	Teachers	_____	_____	_____	_____
24.	Counselors	_____	_____	_____	_____
25.	Dorm staff	_____	_____	_____	_____
26.	Social workers	_____	_____	_____	_____
27.	Other students	_____	_____	_____	_____

Do you ask for help with your school work when you need it? (check one space for each)

	From:	1 Most of the time	2 Enough of the time	3 Not enough of the time	4 Never
28.	Teachers	_____	_____	_____	_____
29.	Dorm staff	_____	_____	_____	_____
30.	Counselors	_____	_____	_____	_____
31.	Other students	_____	_____	_____	_____
32.	Others (name)	_____			

33. Do you feel that the teachers are against Natives? (circle one number)
    1. All of them
    2. More than half of them are
    3. Less than half of them are
    4. A few of them are
    5. None of them are
    6. Don't know

34. Would you like to have more Native teachers? (circle one number)
    1. Yes
    2. No
    3. Don't care

35. Would it be helpful to you to have more Native culture taught? (circle one number)
    1. Very helpful
    2. Help somewhat
    3. Not at all

36 . Do you think that the way Aleuts, Eskimos, and Indians feel about each other causes problems? (circle a number)
1. Quite a few
2. A few problems
3. No problems

37 . Are the rules in your school (circle a number)
1. Too strict
2. Not strict enough
3. About right

38 . Which students do you think should be allowed week-end passes without parents permission. (circle one number)
1. Students over 18 years old
2. Students 17 years old
3. All students
4. No students at all

39 . Is the place you have to study: (circle one number)
1. Good
2. Too noisy
3. Too crowded
4. Other _____

_____

40 . Are the places you have to be with your friends: (circle one number)
1. Good
2. Too noisy
3. Too crowded
4. Other _____

_____

41 . Is the food that is served at your school. (circle one number)
1. Excellent
2. Pretty good
3. Not so good
4. Very poor

Give reason for your answer _____

_____

_____

Is the following kind of food served enough? (check one space for each)

		1 Too often	2 Sometimes	3 Not enough	4 Never
42 .	Native foods	_____	_____	_____	_____
43 .	Meat	_____	_____	_____	_____
44 .	Fruit	_____	_____	_____	_____

45. Do you have a good place to fix yourself an inbetween meal snack? (circle one number)
   1. Often enough
   2. Not often enough
   3. Never

46. Is there a good place to buy an inbetween meal snack? (circle one number)
   1. Excellent
   2. Fairly good
   3. Not very good
   4. No

What do you think about the classrooms at your school?

		1 Most of them	2 More than half of them	3 Less than half of them	4 None of them
47.	Too hot	_____	_____	_____	_____
48.	Too crowded	_____	_____	_____	_____
49.	Have good lighting	_____	_____	_____	_____
50.	Have good equipment	_____	_____	_____	_____
51.	Have comfortable desks	_____	_____	_____	_____

52. Do you think you are placed in: (circle one number)
   1. A grade too high for you to do good work
   2. A grade too low for you to do good work
   3. The right grade for you

53. How do you think you rank in comparison with your classmates? (circle one number)
   1. High
   2. I rank a little above average
   3. I rank about average
   4. I rank a little below average
   5. I rank very low

54. How do you rank your school so far as being what you need? (circle one number)
   1. Very good
   2. Better than other schools like it
   3. Average
   4. Below average
   5. Very poor

How do you rank your teachers so far as being good at teaching their subjects? (check one space for each)

		1 Almost all of them	2 3 or 4 of them	3 1 or 2 of them	4 None of them
55.	Very good	_____	_____	_____	_____
56.	Above average	_____	_____	_____	_____
57.	Average	_____	_____	_____	_____
58.	Below average	_____	_____	_____	_____
59.	Very poor	_____	_____	_____	_____

60. Do the Doctors and Nurses at the clinic give the students the understanding and treatment they need? (circle one number)
    1. All the time
    2. Most of the time
    3. Not very often
    4. None of the time

61. If you chould choose again what kind of school would you choose? (circle one number)
    1. B.I.A. Inside Alaska
    2. B.I.A. Outside Alaska
    3. Public School Outside Alaska
    4. Public School Inside Alaska
    5. Other (name) _____

What do you like about your school?

		1 Best	2 Somewhat	3 Not at all
62.	The subjects	_____	_____	_____
63.	The teachers	_____	_____	_____
64.	The dorm staff	_____	_____	_____
65.	The other students	_____	_____	_____
66.	Being away from home	_____	_____	_____
67.	Other	_____	_____	_____

_____ _____

What subjects are the most important ones for what you need and want?

		1 Very important	2 Somewhat important	3 Not important at all
68.	Language Arts, (English, Literature, Speech, Writing, Foreign Language)	_____	_____	_____
69.	Science & Math	_____	_____	_____
70.	Social Studies (History, Political Science, Psychology, Sociology)	_____	_____	_____
71.	Business Education	_____	_____	_____
72.	Music & Art	_____	_____	_____
73.	Home Economics	_____	_____	_____
74.	Industrial Education (Woodworking shop, Metal working shop, electricity & electronics)	_____	_____	_____
75.	Work experience (Medical Aide, Dental Aide, Business Education, Cooking)	_____	_____	_____

76 What subjects would you like to have added at your school? _____

_____

_____

_____

_____

_____

_____

_____